DOCUMENT RESUME

ED 089 033 CE 001 079

TITLE	World History Studies: Curriculum Guide.
INSTITUTION	Harlandale Independent School District, San Antonio, Tex. Career Education Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	[70]
NOTE	379p.
EDRS PRICE	MF-$0.75 HC-$18.60 PLUS POSTAGE
DESCRIPTORS	Audiovisual Aids; Bibliographies; *Career Education; *Curriculum Guides; Educational Objectives; Educational Resources; Instructional Materials; Occupational Information; Performance Specifications; Resource Materials; *Secondary Grades; Teaching Methods; Units of Study (Subject Fields); *World History
IDENTIFIERS	Texas

ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in world history to curriculum performance objectives, career concepts and career performance objectives, teaching methods, and resource materials. Occupational information on approximately 130 different occupations includes job duties, education requirements, salary range, and employment opportunities. Space is provided for teacher's notes which will be useful when the guide is revised. Appendixes list teaching-learning activities; career development concepts; a seven-section list of European sovereigns and a six-section list of major dynastic houses of Europe; relevant historic names, places, and dates, and cause-and-effect statements. Eleven maps are included as well as organizations, periodicals, and selected references for career information. Audio-visual source information is also included. (AG)

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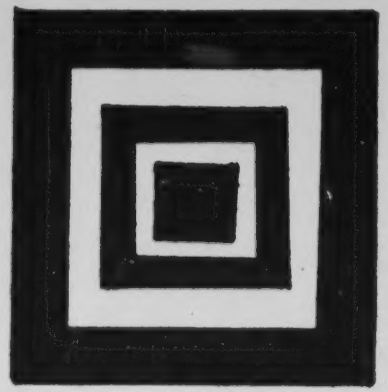

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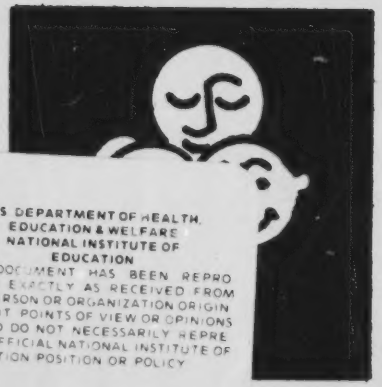

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Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
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WORLD HISTORY STUDIES

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CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

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WORLD HISTORY STUDIES

CURRICULUM GUIDE

Mrs. Karla Galindo
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Harlandale Independent School District
San Antonio, Texas

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A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

Mr. William D. Witter

For their help and constructive suggestions in the compilation of this guide we acknowledge the following persons.

Mrs. Lucylle V. Deasey - Project Director - Career Education Program

Mr. William H. Bentley - Director of Vocational Education

Mr. William R. Marshall - Director of Curriculum

Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Mrs. Mikel A. Arnold - Teacher

Gratitude is also expressed to the Texas Education Agency, Character Education Project, Education Service Center-Region 20, Minnie Stevens Piper Foundation, and the Career Education Project Staff.

Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

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PHILOSOPHY

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

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Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

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Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

WORLD HISTORY STUDIES

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE NATURE AND ORIGIN OF MAN _ Man's traits - Man's ancestry - Homo habilis - Australo-pithecines - Homo erectus - Homo sapiens	The student should be able to perform the following activities: 1. List and locate on a map archaeological discoveries of early man. 2. Briefly identify the distinguishing characteristics of early man. 3. Define the following terms: archaeology, fossil, anthropology. 4. In a one page paper, explain why man was able to rise above other animals.	CONCEPT: Paleontologists have added greatly to our knowledge of prehistoric life through the study of fossils. OBJECTIVE: The student should be able to name at least one job responsibility of paleontologists.	PALEONTOLOGISTS: 1. Paleontologists are geologists who specialize in tracing the evolution and development of past life by studying fossilized remains of plant and animals in geologic formations. He recovers and assembles fossilized specimens, notes their positions, and classifies them. 2. An advanced degree is usually necessary for those seeking positions as paleontologists. 3. Starting salaries range from about $8,650 to $12,000. 4. Approximately 23,000 geologists were employed in the United States in 1970. About four percent of these were women. Employment opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare artists' conceptions of early man. 2. Have the students drawn a time-line of the development of early man. 3. Have the students do a study comparing the environment of early man with their own environment. CAREER: 1. Ask a paleontologist to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2367 Dr. Leaky and the Dawn of Man 8878 Prehistoric Images - the First Art of Man 2. Harlandale Audio-Visual Center: 16mm film- 16-30 World History, An Overview CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 184 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Geological Institute 2201 M Street, N.W. Washington, D.C. 20037	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROAD TO CIVILIZATION: - Ice Ages - Old Stone Age - Mesolithic Age - New Stone Age - Copper-Bronze Age - Iron Age	The student should be able to perform the following activities: 1. Locate on a map the geographic areas affected by the four Ice Ages. 2. In a one page paper discuss the importance of village life. 3. Briefly compare the roles of each member of a family during the Old Stone Age. 4. Draw a time line, listing the major contributions of each of the following ages: Old Stone, Mesolithic, New Stone, Copper-Bronze, and Iron.	CONCEPT: One area of study for hydrologists is that of glaciers. OBJECTIVE: The student should be able to name several job responsibilities of hydrologists.	HYDROLOGISTS: 1. Hydrologists are geophysicists who seek answers to questions about water they measure rivers and streams, study underground supplies of water, study rainfall, investigate glaciers snow, and permafrost, etc. 2. A graduate degree is usually necessary for hydrologists. 3. Salaries vary greatly, but they usually range from about $6,500 to $15,000 +. 4. The demand for geophysists is increasing.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students collect and examine photographs of early stone emplements. 2. Have the students form groups to research the contrubutions of the following periods: Old Stone Age, Mesolithic Age, New Stone Age, Copper-Bronze Age, and Iron Age. 3. Have the students compare present-day tools that are related to the early hand tools. 4. Have the students discuss the overtones of man's movement from a food gatherer to a food producer. CAREER: 1. Arrange to have a hydrologist speak to the class.	CURRICULUM: 1. Education Service Center, Region 20 16mm films- 8794 Cave Dwellers of the Old Stone Age 8796 Evidence for the Ice Age 4388 Man and His Tools 2117 Mystery of Stonehenge, Part I 2118 Mystery of Stonehenge, Part II 2. Harlandale Audio-Visual Center: filmstrips- F-63 The Rise of Settled Village Life F-64 The Birthplace of Civilization CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 331 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Geophysical Union 2100 Pennsylvania Avenue, N.W. Washington, D.C. 20037	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EARLY CIVILIZATION IN MESOPOTAMIA: - Sumerians - Akkadians - Babylonians	The student should be able to perform the following activities: 1. In a three page paper discuss the important contributions of the Sumerians. 2. Define theocracy. 3. Identify Hammurabi. 4. In a two page paper discuss Hammurabis' Code as the basis of a civilization.	CONCEPT: The Babylonians were excellent mathematicians. They developed new solutions for algebraic and geometric problems. OBJECTIVE: The student should be able to name two job responsibilities of mathematicians.	MATHEMATICIAN: 1. Mathematicians analyze business and scientific problems in mathematical terms, work with electronic computers, do pure and applied research, etc. 2. At least a bachelor's degree is required for mathematicians. A master's degree is usually required. 3. The salaries usually range from $6,000 to $20,000 +. 4. The opportunities in this field are excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read selections from the Epic of Gilgamesh. 2. Have ths students draw pictures of the Tower of Babel. 3. Have the students locate on a map the location of the Sumerians, Akkadians, and Babylonians. CAREER: 1. Ask a mathematician to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4942 Ancient Mesopotamia 2. Harlandale Audio-Visual Center: filmstrip- F-66 The Rise of Mesopotamia CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 258 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Mathematical Society P.O. Box 6248 Providence, Rhode Island 02900	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EGYPT: - Early history - Old Kingdom - Middle Kingdom - Hyksos Domination - New Kingdom - Decline	The student should be able to perform the following activities: 1. Briefly explain and describe the Rosetta Stone. 2. In a two page paper, discuss the contributions of the Nile River to the development of Egypt. 3. List four reasons for the decline of the Egyptian civilization. 4. Name five major contributions of Egypt to modern man	CONCEPT: The Egyptians developed the first writing paper called Papyrus. Today the paper industry is a booming business. OBJECTIVE: The student should be able to name at least four jobs in the paper industry.	PAPER INDUSTRY WORKERS: 1. There are many jobs in the paper industry: wood handlers, saw operators, barker operators, chippeman, acid maker, color engineer, pulp tester, clayman, papermaking machine operator, paper testers, inspectors, cutting machine operator, paper sorter, wrappers, packers, etc. 2. Most employees prefer at least high school graduates for these jobs. 3. In 1967, the salaries ranged from $2.45 to $5.00 an hour. 4. The employment opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students examine pictures of Egyptian writing. 2. Have the students read biographies of Egyptian pharoahs. 3. Have the students locate the kingdom of ancient Egypt on a map. 4. Have the students draw a chart showing major contributions of each historical period of Egyptian history.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8908 Egypt-Land of the Nile 2. San Antonio Public Library: 16mm films- Ancient Cities of the East The Ancient Egyptian Tutankhamun: The Immortal Pharaoh 3. Harlandale Audio-Visual Center: filmstrips- F-65 The Rise of Egyptian Civililization M-19 Ancient Egypt	
CAREER: 1. If possible, arrange to have a paper industry worker speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 226 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Paper Institute 260 Madison Avenue New York, New York 10016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EGYPTIAN CIVILIZATION - Religion - Society - Science - Economy	The student should be able to perform the following activities: 1. In a one page paper, discuss the Egyptian religious view of death. 2. Compare and contrast in a two page paper ancient Egyptian education and American education today. 3. List the social classes of Egypt and give the contributions of each to Egyptian society. 4. Explain the methods of constructing a pyramid in a one page paper.	CONCEPT: One of the greatest Egyptian achievements in science was in the area of medicine. They specialized in surgery. CAREER: The student should be able to name four areas of specialization for physicians.	PHYSICIAN: 1. It is the responsibility of physicians to prevent, diagnose, treat illnesses, and aid patient rehabilitation. They may specialize in such areas as surgery, pediatrics, obstetrics, gynecology, internal medicine, etc. 2. The educational requirements are extensive: 3 or 4 years of college plus 4 years in medical school and at least one year internship. For those wishing to specialize, an additional two to five year residency is necessary. 3. The occupational outlook is good, as doctors are always in demand.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw examples of pyramid interiors. 2. Have the students do a comparative study of Egyptian beliefs of life after death with those of Christianity. 3. Have the students compare an Egyptian calendar with a modern calendar. 4. Have the students construct a paper mache model of a pyramid. CAREER: 1. Ask a physician to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8908 Egypt-Land of the Nile 2. San Antonio Public Library: 16mm film- The Ancient Egyptian 3. Harlandale Audio-Visual Center: 16mm film- 16-670 Egypt: Cradle of Civilization filmstrip- K-28 Ancient Egypt CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 136 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Medical Association 535 North Dearborn Street Chicago, Illinois 60610 3. Harlandale Audio-Visual Center: cassette tape- Cas.T-37 Physician	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HITTITES: - Characteristics - Government - Military - Culture - Decline	The student should be able to perform the following activities: 1. In a one page paper, discuss the rise of the Hittite Empire. 2. List the military advantages of the Hittites. 3. In a one page paper, discuss the cultural contributions of the Hittites. 4. In a one page paper discuss the reasons for the fall of the Hittite Empire.	CONCEPT: The Hittites invented iron smelting. Today the iron and steel industry is very important. OBJECTIVES: The student should be able to name at least four jobs in the iron and steel industry.	IRON AND STEEL WORKERS: 1. There are many workers involved in the production of iron and steel. Some of these are the stockhouse men, skip operators, stove tenders, blowers, keepers, hot-metal cranemen, door operators, melters, ladle cranemen, pourers, etc. 2. A high school graduate is preferred for jobs in this field. 3. The minimum hourly rate for the lowest job classification in the steel industry in 1970 was about $2.77. The average weekly pay is about $110. 4. The demand for workers in this area should ramain somewhat constant. There are about 12,000 openings a year in this field.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map the Hittite Empire. 2. Have the students construct models of iron chariots. 3. Have the students conpare the Hittite law codes with the Code of Hammurabi. 4. Have the students locate on a map the invading armies which conquered the Hittite Empire. CAREER: 1. If possible, arrange to have an iron or steel worker speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4032 Ancient World Inheritance CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 84 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Iron and Steel Institute 150 East 42nd Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ASSYRIANS: - Characteristics - Military - Government - Culture - Decline	The student should be able to perform the following activities: 1. In a one page paper discuss the significance of iron weapons to the Assyrian people. 2. List three achievements of the Assyrian Empire. 3. Identify briefly three rulers of Assyria. 4. List three reasons for the decline of the empire.	CONCEPT: The Assyrians assembled a great library of over 20,000 Assyrian cuneiform clay tablets. This is one of our important historical sources on the Near East. OBJECTIVE: The student be able to name at least two tasks of special librarians.	SPECIAL LIBRARIANS: 1. Special librarians gather select information on a particular subject, organize it for reference, do research and reference work, prepare bibliographies, abstracts, etc. 2. Educational requirements in this field are high: at least five years of college. This includes a bachelor's degree plus at least one year of study for master's in library science. 3. Salaries usually range from $6,000 to $25,000. 4. The employment opportunities are excellent in this field.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some of the students play the role of an Assyrian king and expound the principles and methods by which the empire should be ruled. 2. Have the students consider alternatives to the Assyrian expansion problem. 3. Have the students draw a map showing Assyrian expansion. 4. Have the students hypothesize ways Assyria could have survived. CAREER: 1. Ask a librarian to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4032 Ancient World Inheritance CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T-41 Librarian 2. School Counselor or Librarian: SRA Occupational Brief # 189 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Special Libraries Association 235 Park Avenue, South New York, New York 10003	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CHALDEANS: - Background - Military - Government - Culture - Decline	The student should be able to preform the following activities: 1. Identify Nebuchadnezzar. 2. List the military conquests of Nebuchadnezzar. 3. List the scientific and artistic contributions of the Chaldeans. 4. In a two page paper, discuss the reasons for decline of the empire.	CONCEPT: The most notable Chaldean scientific achievements were in the area of astronomy. OBJECTIVE: The student should be able to name at least two jobs an astronomer performs.	ASTRONOMER: 1. Astronomers observe and study the sun, moon, stars, and planets. They use telescopes, cameras, spectrometers, and computers. 2. A graduate degree in astronomy is required for professional positions. 3. The salaries usually range from $5,500 to $20,000 +. 4. The employment opportunities are excellent in this field.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map showing military expansion of the empire. 2. Have the students construct a ziggurat. 3. Have the students plot their own astrology charts. 4. Have the students examine pictures of the Hanging Gardens of Babylon. CAREER: 1. If possible, arrange to have an astronomer speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4032 Ancient World Inheritance CAREER: 1. School Counselor or Librarian: SRA Occuaptional Brief # 213 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Astronomical Society Yale University Observatory New Haven, Connecticut 06520	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PERSIANS: - Background - Government - Military - Religion - Culture - Decline	The students should be able to preform the following activities: 1. List the geographic conquests of Cyrus the Great. 2. In a two page paper describe the political organization of the Persian government. 3. Identify briefly, "King of Kings." 4. In a two page paper compare Zoroastrianism with Christianity. 5. List three reasons for the decline of the empire.	CONCEPT: The Persians developed a system of great highways - the best constructed roads until the Roman roads. OBJECTIVE: The student should be able to name two job responsibilities of highway engineers.	HIGHWAY ENGINEERS: 1. The work of highway engineers varies widely. The three basic areas of work are advance planning, research, and construction. 2. A bachelor's degree in civil engineering is the minimum educational requirement. 3. In 1971, the salaries ranged from about $10,000 to $16,000 +. 4. The employment outlook in this field is excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a chart comparing Assyrians with Persians. (See chart in appendix.) 2. Have the students prepare a map of Persian expansion. 3. Have the students read selections from Zoroastrianism. 4. Have the students draw a map of the route used by the Jews as they left Babylon. CAREER: 1. Ask a highway engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4030 Ancient Persia CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 389 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Personnel and Training Division Federal Highway Administration Washington, D.C. 20591	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PHOENICIANS: - Background - Government - Military - Religion - Culture - Decline	The student should be able to perform the following activities: 1. List the chief exports of the Phoenicians. 2. In a three page paper, describe the areas explored by the Phoenicians. 3. In a two page paper, compare phoenetics with all earlier forms of writing. 4. In a two page paper discuss the value of colonization to the Phoenician civilization.	CONCEPT: One of the chief exports of the Phoenicians was manufactured glass. OBJECTIVE: The student should be able to explain why precision, skill and speed are important qualities for a glass blower.	GLASS MANUFACTURING WORKERS: 1. There are many workers in the glass manufacturing business. Some of these are batch mixers, grinders, tankmen, pressers, forming-machine operators, feedermen, lehr tenders, inspectors, foremen, etc. 2. Most of these positions require the ability to understand and operate machinery with precision, skill, and speed. 3. A glassworker's income usually ranges from $75,000 to $12,000. 4. The employment opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students complete a map showing the colonies of the Phoenicians. 2. Have the students construct models of Phoenician ships. 3. Have the students draw a chart comparing phoenetics with our present alphabet. 4. Have the students construct a model of the fortress at Tyre. CAREER: 1. If possible, arrange to have a glass manufacturing worker speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8772 Ancient Phoenician CAREER: 1. School Counselor of Librarian: SRA Occupational Brief # 174 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Glass Container Manufacturers Institute 330 Madison Avenue New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LYDIANS: - Background - Government - Military - Religion - Culture - Decline	The student should be able to perform the following activities: 1. List the different groups which made up the Lydian population. 2. In a two page paper, describe the life of King Croesus. 3. List the major contributions of the Lydian civilization. 4. In a two page paper discuss the reasons for the decline of the Lydian civilization.	CONCEPT: The Lydians had great prosperity based on gold-bearing rivers. Because of this assayers were in demand. OBJECTIVES: The student should be able to explain the work involved in being an assayer.	ASSAYER: 1. An assayer tests ores and alloys. He analyzes the test results to determine the value and properties of their precious metals. He does this by using chemical solutions and laboratory equipment. Assayers separate metals from dross materials by solution, flotation, application of heat, etc. They also weigh residues on a balance to determine the proportion of gold, silver, or other metals.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate the Lydian Kingdom on a map of Asia Minor. 2. Have the students draw pictures of Lydian money. 3. Have the students conplete a map showing the territories conquered by the Lydians. CAREER: 1. If possible, arrange to have an assayer speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE HEBREWS: - Early biblical history - Hebrews united - Disunity and downfall - Religion of Judaism - Contributions - Uniqueness of the Jews	The student should be able to perform the following activities: 1. Identify the following figures: Moses, King Saul, and David. 2. In a two page paper, discuss monotheism as a "new" concept. 3. Briefly compare the Ten Commandments to the Code of Hammurabi. 4. In a two page paper, compare Christianity and Islam as outgrowths of Judaism.	CONCEPT: The most significant literature of the ancient Near East came from the Hebrews. In the literary field today, literary agents are in demand. OBJECTIVE: The student should be able to name some qualities necessary in order to be a successful literary agent.	LITERARY AGENT: 1. The literary agent can do much to help most writers. He negotiates the terms of each sale, sees that the author receives an appropriate advance, sees that the royalty scale is favorable, and sees that the author retains subsidiary rights. 2. Some college courses would be helpful for those entering this field. 3. Reputable agents collect a standard fee for their services - ten per cent of the sales price a manuscript for domestic sales, and up to twenty per cent on foreign sales. 4. The opportunities in this field are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map locating the kingdoms of Israel and Judah. 2. Have the students read historical passages from the Bible. 3. Have the students prepare oral reports on the sacred books and doctrines of Judaism. 4. Have the students prepare a chart of the conflicts between Judaism and the Roman Empire. CAREER: 1. Ask a literary agent to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 277 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Society of Author's Representatives 101 Park Avenue New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AEGEAN BACKGROUND - Crete, Minoan civilization - Troy - Dovian invasion - Inoia	The student should be able to perform the following activities: 1. In a two page paper, discuss the origins of the Minoan civilization. 2. Trace chronologically the origin of the Greek people. 3. Identify city-state. 4. In a one page paper describe the battle involving the Trojan Horse.	CONCEPT: The Ionians pioneered in the field of science. Science writers are necessary in order to interpret complicated scientific concepts. OBJECTIVE: The student should be able to explain the type of work done by science writers.	SCIENCE WRITERS: 1. Science writers interpret complicated scientific concepts accurately and interestingly for the layman who has difficulty grasping them. Science writers work wherever scientists are conducting or talking about research. They also work wherever media exists that will print or broadcast their stories. 2. Most people entering this field today are college graduates. 3. Salaries in this field range from about $8,500 to $25,000 a year. 4. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map of the Mediterranean area, have the students trace the movements of people on Crete and Greece. 2. Have the students read selected passages from Homer's Illiad. 3. Have the students construct models of the Trojan Horse. 4. Have the students draw a map of the trade routes to Crete and Greece. CAREER: 1. Arrange to have a science writer speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8005 The Aegean Age CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 370 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Science Writers P.O. Box H Sea Cliff, New York 11579	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HELLENIC CIVILIZATION - General development - Homenic Age - Age of colonization - Political development	The student should be able to perform the following activities: 1. List and identify the twenty major Olympian gods. 2. Identify Acropolis. 3. In a three page paper compare the following terms: monarchy and oligarchy. 4. List three factors for and against Greek unity.	CONCEPT: The basis of the economy was the herding of goats and sheep. OBJECTIVE: The student should be able to explain why the number of ranchers has been decreasing in the past ten years.	SHEEP RANCHERS: 1. Sheep ranchers breed and raise sheep for the production of wool, meat, and breeding stock. A sheep rancher must engage in the following activities: provide pasture, range, and crop land to graze and produce feed for livestock; select and purchase sheep, equipment, and supplies; provide water for animals; market animals and wool; etc. 2. High school graduation is desirable. College courses in agriculture are very helpful. 3. Earnings range from a few hundred to $25,000 + yearly. 4. The number of ranchers has been decreasing in the last few years.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read selections from Homer's Illiad and Odyssey. 2. Have the students construct a chart of the twelve major Olympian gods. 3. Have the students draw a map of the colonies established by Greece. 4. Have ths students construct a chart comparing favorable and unfavorable factors toward Greek unity. CAREER: 1. Ask a sheep rancher to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Ancient Greece 2. Harlandale Audio-Visual Center: record with filmstrip - PR-588 Ancient Greece CAREER: 1. Education Service Center, Region 20: SRA Occupational Brief # 43 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Farm Bureau Federation 1000 Merchandise Mart Chicago, Illinois 60654	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPARTA - Background - Economy - Military - Government - Culture	The student should be able to perform the following activities: 1. Define isolationism. 2. In a two page paper, discuss Sparta's military community. 3. In a one page paper discuss the political power structure of Sparta. 4. List the members of the Spartan League.	CONCEPT: The Spartans became masters of the fertile Laconian Plain. Economically, Sparta was an agricultural state dependent on its farm laborers. OBJECTIVE: The student should be able to explain how mechanization is eliminating many unskilled farm jobs.	FARM LABORERS: 1. The farm laborer usually works for an individual farmer. He may perform one task or many: plant, cultivate, and harvest crops; clean barns and animal yards; repair fences; haul produce and supplies; etc. 2. Wages for farm laborers vary according to the type of work held. They usually range from about $200 to $262 a month. 3. The outlook for unskilled farm labor is not good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate Sparta on a map and explain its geographic advantages. 2. Have the students construct a model of the Spartan Training camps. 3. Have the students construct a chart of the political structure of Sparta. 4. Have the students locate on a map the members of the Spartan League. CAREER: 1. Ask a farm laborer to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 41 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Farm Bureau Federation 1000 Merchandise Mart Chicago, Illinois 60654	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ATHENS GREECE - Background - Political structure - Solon - Athenian democracy - Age of Pericles - Cultural contribution	The student should be able to perform the following activities: 1. Define aristocratic oligarchy. 2. List the reforms of Solon. 3. List the provisions of the democratic constitution of 507 BC. 4. In a two page paper, describe the functions of the Assembly and the Council of the Five Hundred. 5. In a three page paper, describe the reforms of Pericles.	CONCEPT: One of the areas in which the Greeks excelled was architecture. OBJECTIVE: The student should be able to name three skills needed by an architect.	ARCHITECT: 1. Architects plan, design, and oversee the construction and renovation of buildings. 2. Architects must have a license for the practice of architecture. In order to receive this license, the individual must have graduated from an accredited professional school and generally have three year of experience. 3. Those beginning in private industry usually make about $120 to $160 weekly. If an architect is well established in private practice, he may make $25,000 + yearly. Those working for the federal government make around $8,500 to $14,000 yearly 4. The occupational outlook in this field is good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students write an essay describing life in Athens. 2. Have the students read the "Funeral Oration" by Pericles. 3. Have ths students role play a student in school in Athens. 4. Have the students oonstruct a paper mache model of the Parthenon. CAREER: 1. Ask an arctitect speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2365 Athens-The Golden Age 2. San Antonio Public Library: 16mm films- Ancient Cities of the East Ancient Greece Democracy of Ancient Greece The God Within Greek Sculpture Mythology of Greece and Rome 3. Harlandale Audio-Visual Center: filmstrips- PR-588 Ancient Greece M-10 Athens CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 64 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Architects 1735 New York Avenue, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PERSIAN WARS - Origin - First invasion - Second invasion - Third invasion - Final defeat - Aftermath	The student should be able to perform the following activities: 1. In a two page paper, describe the Battle of Marathon. 2. In a two page paper, describe the Battle of Thermopylae. 3. List the results of the defeat of the Persians. 4. In a two page paper, describe the positions of Sparta and Athens after the defeat of the Persians.	CONCEPT: During the third Persion invasion, the city of Athens was burned extensively. Today, even major fires are handled successfully because of trained fire fighters. OBJECTIVE: The student should be able to list the dangers involved in fire fighting.	FIRE FIGHTERS: 1. Fire fighters have the responsibili of extinguishing fires. They may specialize as truckmen, laddermen, hosemen, members of rescue teams, inspectors, etc. 2. At least a high school education is required for this position. 3. Salaries usually range from $4,700 to $8,800. Larger cities pay the best. 4. The employment opportunities in this field are excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model of the battlefield at Marathon. 2. Have the students construct models of Greek ships. 3. Have the students make a chart comparing the advantages and disadvantages of the Persians and Greeks. 4. Have the students draw a map locating each member of the Delian League. CAREER: 1. Ask a fire fighter to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor of Librarian: SRA Occupational Brief # 52 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Association of Fire Fighters 905 16th Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PELOPONNESIAN WAR - Causes - Final Spartan victory - Aftermath	The student should be able to perform the following activities: 1. List the causes of the Peloponnesian War. 2. In a one page paper, describe the Battle of Syracuse. 3. List the terms of peace after the Peloponnesian War. 4. In a two page paper, describe the effects of the war on Sparta and Athens.	CONCEPT: Spartan shipbuilders constructed a fleet with Persian funds and then defeated the Athenian fleet. OBJECTIVE: The student should be able to name at least three types of ships.	SHIPBUILDERS: 1. There are numerous workers in jobs relating to shipbuilding: welders, anglesmiths, tool and die makers, machinists, patternmakers and cover makers, pipefitters, riggers, boile makers, and blacksmiths. 2. Skilled trades predominate in the shipbuilding industry and most of the workers are union menbers. In recent years, earnings of shipyard workers have been rising. In 1971, wages ran about $4.00 an hour. 3. The employment outlook in shipbuilding is very good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing the advantages and disadvantages of Sparta and Athens before the Peloponnesian War. 2. Have the students draw a map of the Battle of Syracuse. 3. Have the students construct a chart comparing the advantages and disadvantages of Sparta and Thebes. CAREER: 1. If possible, arrange for a shipbuilder to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 156 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Shipbuilders Council of America 1730 K Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HELLENIC CIVILIZATION - Philosophy - The Sophists - Socrates - Plato - Aristotle - The sciences - Literature - Drama - Architecture - Sculpture	The student should be able to perform the following activities: 1. Define absolute truth. 2. In a one page paper, discuss the following quote: "One thing only I know, and that is that I know nothing." 3. Identify Herodotus. 4. In a two page paper, discuss the atristic contributions of the Hellenic Civilization.	CONCEPT: Sophocles, Euripides, and Aristophanes were outstanding Greek playwrights. OBJECTIVE: The student should be able to name one advantage and one disadvantage of being a playwright.	PLAYWRIGHTS: 1. Playwrights write plays for television, amateur theater, broadway, off-broadway, etc. 2. There are no specific educational requirements for playwrights, but courses in drama and journalism are helpful. 3. There are two basic kinds of payment for plays: outright sales and royalties. 4. The competition in this field is keen.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
RRICULUM: Have each student read the Republic by Plato. Have the students present a play by Sophocles, Euripides of Aristophanes. Have the students read selections of poetry by Homer, Sappho, and Pindar. Have the students study the styles of the styles of the following sculptors: Myron and Prariteles. REER: Ask a playwrite to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-24 Greek Architecture CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 295 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: The Dramatists Guild 6 East 39th Street New York, New York 10016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ALEX THE GREAT AND HELLENISTIC CIVILIZATION - Macedonia and Philip II - Alex the Great - Hellenistic Age - Cultural contribution	The student should be able to perform the following activities: 1. List the contributions of Philip II. 2. In a two page paper, describe Alexander the Great's conquest of the Persian Empire. 3. In a two page paper, compare and contrast Epicureanism and Stoicism. 4. List the scientific accomplishments during the Hellenistic Age.	CONCEPT: It was during this time that the great physicist, Archimedes, lived. OBJECTIVE: The student should be able to name three places where physicists are employed.	PHYSICISTS; 1. Physicists study and investigate matter, energy, and the relation between them; do pure or applied research; etc. They may specializ in a number of areas such as nucle physics, electronics, acoustics, e 2. A bachelor's degree is the minimum educational requirement. 3. Salaries usually range from about $7,500 to $18,000 +. 4. There are about 45,000 physicists in the United States. About three per cent of these are women. The demand for physicists is great.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate Macedonia and the Hellenistic civilization on a map of Greece. 2. Have the students construct a model of the phalanx formation. 3. Have the students on a map of the Mediterranean Sea locate the kingdom which succeeded Alexander the Great. 4. Have the students construct models of the inventions of Archimedes. CAREER: 1. Ask a physicist to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8014 Alexander the Great and the Hellenistic Age CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 75 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Physics 335 East 45th Street New York, New York 10017	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROME: BACKGROUND - Geography - The people - Founding of Rome	The student should be able to perform the following activities: 1. List five geographic reasons for the founding of Rome on its present site. 2. List 4 contrubutions of each of the following groups: Latins, Greeks, Etruscans, and Carthaginians. 3. In a two page paper, compare and contrast the founding of Rome: legendary versus historical. 4. Briefly trace the steps leading to the development of Rome.	CONCEPT: The Greeks introduced the cultivation of wine and olives to Italy. OBJECTIVE: The student should be able to name two states in the United States in which wine is produced.	ENOLOGIST: 1. An enologist, or winemaker, directs and coordinates all activities of a winery concerned with the productio of wine. He contracts with growers to provide fruit for processing or works with the company vineyard grape production. He examines grap samples and orders grapes picked when ready. He coordinates process and directs workers concerned with all aspects of winemaking. 2. The opportunities in this field are limited, however there has been some increase due to the growing popularity of wine in the United States.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read the different versions of the founding of Rome. 2. Have the students examine pictures of Phoenician ships. 3. Have the students draw a time-line, placing the following in their proper place: Etruscans, Greeks, and Carthaginians. CAREER: 1. Have the students research the history of winemaking in the United States.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8195 In Defense of Rome, Part I 2. San Antonio Public Library: 16mm film- Pompeii and Vesuvius Rome - City Eternal CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: California Human Relations Agency 800 Capital Mall Sacramento, California 95814	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ROMAN REPUBLIC - Family structure - Religion - Society - Government - Roman Army	The students should be able to perform the following activities: 1. List ten major gods and goddesses of Roman mythology. 2. In a one page paper, compare the life of a Patrician to the life of a Plibeian. 3. In a three page paper, compose the structure of the Roman government to the United States government. 4. List the major military units of the Roman army.	CONCEPT: The farming family was the strong basis of Roman society. OBJECTIVE: The student should be able to name some problems encountered by vegetable farmers. Example: Weather, etc.	VEGETABLE FARMERS: 1. Vegetable farmers raise vegetables for wholesale marketing and processing. They prepare the soil, plant the seed or young plants, fertilize and cultivate the soil, spray and irrigate the crops, etc. 2. At least a high school education is recommended. 3. In work such as this, earnings vary so much that it is very difficult to make a meaningful estimate. 4. Today, the trend is toward larger and larger farms. The outlook is fairly good for those who have prepared.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a chart of the hierarchy of the Roman gods and goddesses. 2. Have the students read selections from Mythology by Edith Hamilton. 3. Have the students draw a chart of the beaucratic structure of the Roman government. 4. Have the students build models of the Roman seige machines. CAREER: 1. Ask a vegetable farmer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8195 In Defense of Rome, Part I 2. San Antonio Public Library: 16mm film- Mythology of Greece and Rome CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 48 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Vegetable Growers Association of America 1616 H Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PLEBEIAN STRUGGLE FOR EQUALITY - Tribunes - "Twelve Tables" - Tribal Assembly - Accomplishments	The student should be able to perform the following activities: 1. In a two page paper, discuss the rise of the plebeian class. 2. Briefly compare the Law of the Twelve Tables with modern laws. 3. List five functions of the Tribal Assembly. 4. In a two page paper, summarize the changes brought about from 494 BC to 300 BC in the nights of the plebeian class.	CONCEPT: By 300 B.C., the Plebeians had won the right to become clergymen. OBJECTIVE: The student should be able to name two responsibilities of clergymen.	CLERGYMEN: 1. The modern clergyman has a variety of duties. The religious leader of today almost has to be involved in modern life. 2. There are more than 300,000 clergymen in the United States. This includes about 6,000 Jewish rabbis, 59,000 Roman Catholic priests, and 240,000 Protestant ministers. 3. Today there is a shortage of clergymen in almost all faiths. This shortage is expected to contin through the 1970's.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model of the Roman senate. 2. Have the students examine the United States Bill of Rights and the Law of the Twelve Tables. 3. Have the students draw a time line, planning the historic developments which favored the plebeian class from 494 BC to 300 BC. CAREER: 1. Have the students research the various denominations and religions they wish.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8196 In Defense of Rome, Part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 67 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Center for Church Vocations 1307 South Wabash Avenue Chicago, Illinois 60605 3. Harlandale Audio-Visual Center: cassette tape- Cas.T-33 Minister	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE EXPANSION OF ROME - Conquest of Central Italy - Conquest of Southern Italy - Punic Wars - Roman domination of Greece	The student should be able to perform the following activities: 1. On a map, locate the significant land conquests from 340 BC to 282 BC. 2. List five causes of the Punic Wars. 3. In a two page paper, discuss the significance of Hannibal to world military history. 4. Have the students construct a map showing the expansion of Rome during the Punic Wars.	CONCEPT: Many slave auctions were held in Greece in 167 B.C. Various types of auctions are still popular today. OBJECTIVE: The student should be able to name some special qualities needed in order to be an auctioneer.	AUCTIONEER: 1. An auctioneer sells articles at an auction to the highest bidder. He appraises the merchandise before the sale and assembles the merchandise in lots according to the estimated value of individual pieces. 2. Auctioneers may specialize in such areas as art, automobiles, furniture, livestock, real estate, tobacco, etc.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a map showing the expansion of Rome from 340 BC to 282 BC. 2. Have the students draw a chart comparing the economic goals of Rome and Carthage. 3. Have the students read a biography of Hannibal. 4. Have the students construct a map showing the expansion of Rome during the Punic Wars. CAREER: 1. Ask an auctioneer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8195 In Defense of Rome, Part I CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROMAN CIVIL WAR AND DECLINE - Problems - Reforms of Gracchi - Decline of the senate - "Social War" - Marius versus Sulla - Pompey versus Caesar - Rule of Julius Caesar - Antony versus Octavian	The student should be able to perform the following activities: 1. Briefly discuss the problems facing the Roman Empire and some of their solutions. 2. List the reforms of the Gracchi brothers. 3. In a two page paper, discuss the contributions of the following people: Marius, Sulla, Pompey, Crassus, and Julius Caesar. 5. In a two page paper, discuss the significance of Cleopatra to Roman history.	CONCEPT: Working closely with ecomonists, Julius Caesar inaugurated order and efficiency to the administration of the state's finances. OBJECTIVE: The student should be able to name two areas of specialization for economists.	ECONOMIST: 1. Economists study conditions affecting production, distribution, and consumption of goods and services. They may specialize in fiscal, labor, agricultural, industrial, or social economics. They may also compile and analyze data, teach, do research, or serve as consultants. 2. A bachelor's degree in economics is the minimum requirement for positions in this field. 3. Salaries range usually from $15,000 to $23,000 + a year. 4. There are about 20,000 people in the United States employed as economists. About fifteen percent of these are women. The opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Roman expansion from 120 BC to 45 BC. 2. Have the students make costumes depecting characters during a Roman Triumphriate. 3. Have the students read selected biographies of Roman leaders. 4. Have the students construct a map of Roman expansion during the leadership of Julius Caesar. CAREER: 1. Ask an economist to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8196 In Defense of Rome, Part I 2. San Antonio Public Library: 16mm film- Julius Caesar CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 79 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Joint Council on Economic Education 1212 Avenue of the Americas New York, New York 10036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
"PAX ROMANA" - "Principle of Augustus" (Octavian) - Julio-Claudian Dynasty - Flavian Dynasty - The "Adoptive Emperors"	The student should be able to perform the following activities: 1. Define "Pax Romana." 2. In a three page paper, discuss the rule or the following people: Tiberius, Caligula, Claudius, and Nero. 3. List the accomplishments of the following men: Aadrian, and Marcus Aurelius.	CONCEPT: During this time many new public libraries were built in Rome. OBJECTIVE: The student should be able to list three job responsibilities of public librarians.	PUBLIC LIBRARIAN: 1. Librarians have a number of tasks to perform: select books, pamphlets, and periodicals; organize the material in the most readily accessible manner; keep records of loans; assist those seeking information; etc. 2. A master's degree in library science is preferred for this position. 3. Salaries usually range from about $6,000 to $20.000. 4. There are about 25,000 public librarians in the United States. About eighty-five percent of these are women. The opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student prepare oral reports on the great Roman leaders. 2. Have the students construct a chart comparing the rules of Julio Claudian and adoptive Europeans. 3. Have the students construct a map of Roman expansion from 96 AD to 175 AD. CAREER: 1. Ask a librarian to speak to the class about her work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8196 In Defense of Rome, Part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 10 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Office of Recruitment American Library Association 50 East Huron Street Chicago, Illinois 60611 3. Harlandale Audio-Visual Center: cassette tape- Cas.T-41 Librarian	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROMAN CIVILIZATION - Government and law - Society - Economy - Fine arts - Engineering - Science - Religion - Philosophy - Literature	The student should be able to perform the following activities: 1. In a two page paper, discuss Roman contributions to the United States law. 2. In a two page paper, compare the following architectural forms: Doric, Ionic, and Corinthian. 3. List the problems between Rome and Christianity. 4. Define Stoicism, Epicureanism, and Neoplatonism.	CONCEPT: The excellence of Roman plumbing was unmatched until the twentieth century. Today plumbers are in great demand. OBJECTIVE: The student should be able to name some special qualifications needed in order to be a good plumber or pipefitter.	PLUMBERS AND PIPEFITTERS: 1. Plumber and pipefitters install, alter, and repair pipe systems that carry water, gas, steam, waste matter, and air. 2. A high school diploma is desirable, plus a five-year formal apprenticeship. 3. Salaries range from about $3.75 to $5.83 an hour. 4. The employment opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct with with paper mache the following architectural forms: Doric, Ionic, and Corinthian. 2. Have the students view ten to fifteen examples of Roman construction through pictures. 3. Have the students read selections from Cicero, Virgil, Horace, Ovid, Plutarch, and Lacitus. 4. Have the students read selections by some of the Roman philosophers. CAREER: 1. Ask a plumber or pipefitter to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8197 In Defense of Rome, Part III CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 88 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Plumbing-Heating-Cooling Contractors 1016 20th Street, N.W. Washington, D.C. 20006	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FALL OF ROME (180-476) - Military despotism - "Barracks Emperors" - Diocletian - Constantine I - Theodosius I - Western invasion - Causes for the fall of Rome	The student should be able to perform the following activities: 1. Define despotism. 2. List the contributions of Diocletian. 3. In a two page paper discuss the role of Constantine I in aiding Christianity. 4. Trace the movements of six barbarian tribes. 5. In a three page paper, discuss the following causes of the decline of Rome: political, economics, and social.	CONCEPT: During the reign of Caracalla the famous Baths of Caracalla were constructed. A bath attendant is also known as a masseur. OBJECTIVE: The student should be able to list some special qualities needed in order to be a good masseur.	MASSEUR: 1. A masseur massages customers and administers other body conditioning treatments for hygienic on remedial purposes. He applies alcohol, lubricants, or other rubbing compounds; massages the body by using such techniques as kneading, rubbing, and stroking flesh; administers steam or dry heat, etc. 2. The feminine title for a masseur is masseuse.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Roman Empire after the division (305 AD). 2. Have the students draw a map showing the spread of Christianity from 1 AD to 324 AD. 3. Have the students prepare a time-line of each barbarian tribe's movements from 200 AD to 476 AD. 4. Have the students prepare a list of solutions for the problems faced by Romulus Augustus. CAREER: 1. Ask a masseur to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8197 In Defense of Rome, Part III CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FOUNDING OF CHRISTIANITY - Based on Judiasm - Christ - Apostle to the Gentiles - Apostles - St. Augustine - Basic doctrines	The student should be able to perform the following activities: 1. List the contributions of Judaism to Christianity. 2. In a three page paper describe the life of Jesus Christ. 3. List the accomplishments of the Apostles. 4. List and describe the Seven Sacraments.	CONCEPT: There are many religious vocations besides a clergyman. OBJECTIVE: The student should be able to name at least three religious vocations.	RELIGIOUS VOCATIONS: 1. Some religious vocations besides clergymen are the following: director of Christian education, youth workers, social workers, music directors, administration, teaching, writing, medicine, etc. 2. College work is preferred for most of these positions. 3. Earnings vary with the size of the church congregation. 4. Opportunities in this area are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of Asia Minor the significant Christian activities. 2. Have the students read selections from St. Augustine's Confessions and City of God. 3. Have the students read selections from the Bible describing the work of Jesus Christ. . Have the students construct models of the symbols used in each of the Seven Sacraments. CAREER: 1. Have a person engaged in a religious vocation to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 3065 Christianity in World History to 1000 A.D. CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 249 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Center for Church Vocations 1307 South Wabash Avenue Chicago, Illinois 60605	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE HERESIES - Gnosticism - Donatism - Arianism - Nestorianism - Monophysitism	The student should be able to perform the following activities: 1. List and describe briefly the five heresies. 2. In a three page paper compare Arianism and Trinitarianism. 3. In a two page paper discuss the results of the Council of Nicaea. 4. In a two page paper compare and contrast Nestorianism and Monophysitism.	CONCEPT: The study of words, such as these, is interesting work. OBJECTIVE: The student should be able to explain the job of a linguist.	SCIENTIFIC LINGUIST: 1. A scientific linguist studies components, structure, and relationstips within a language to provide a better understanding of its social functioning; prepares a description of sounds, forms, and vocabulary of a language; contributes to the development of linguistic theory; etc.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the Mediterranean Sea the places in which controversies developed. 2. Have the students construct a chart comparing Arianism and Trinitarianism. 3. Have the students on a map of the Roman Empire locate areas of Arian and Trinitarian influence. 4. Have the students debate Arianism and Trinitarianism. CAREER: 1. If possible ask a scientific linguist to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE SPREAD OF CHRISTIANITY - Reasons - Chruch organization - Monastic Orders	The student should be able to perform the following activities: 1. In a two page paper, describe the steps leading to the acceptance of Christianity in the Roman Empire. 2. Define Petrine Supremacy. 3. List and describe the Monastic Order. 4. List the contributions of the following people: St. Basil, St Benedict, and St. Jerome.	CONCEPT: Some orders of the regular clergy are dedicated to the education of individuals. OBJECTIVE: The student should be able to name some advantages and disadvantages of being a high school teacher.	TEACHERS, HIGH SCHOOL: 1. Teachers instruct students, plan and prepare lessons, give assignments, prepare and grade tests, keep records, etc. 2. The minimum requirement is a bachelor's degree. 3. Salaries vary according to the area in question. The range is usually from about $5,000 to $15,000 +. 4. The opportunities are good in some areas, other areas have an over-supply of teachers.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make clothing representative of the Monastic Orders. 2. Have the students debate Rine Supremacy. 3. Have the students construct a chart comparing the Catholic church in the Eastern and Western Roman Empire. 4. Have the students construct a model of an early monastary. CAREER: 1. Ask another teacher to visit the class to answer questions the students may have about the teaching profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8065 Christianity in World History to 1000 A.D. CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 5 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Education Association 1201 16th Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-35 High School Teachers	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BYZANTINE EMPIRE - Background - Constantinople - Reasons for success - Weaknesses	The student should be able to perform the following activities: 1. Describe briefly the contributions of the following emperors: Diocletian, Constantine I, and Theodosius. 2. In a three page paper, describe the city of Constantinople. 3. List the reasons for Byzantine success. 4. In a two page paper, describe the weaknesses of the Byzantine Empire.	CONCEPT: Constantinople developed theaters and boasted of their excellence. Today's most popular theater is the movie theater. OBJECTIVE: The student should be able to name two duties of a theater manager.	THEATER MANAGER: 1. The duties of a theater manager can be divided roughly into two categories: customer relations and business management. 2. There are no formal educational requirements for this position; however, one should have at least a high school education. 3. Salaries usually range from about $7,500 to $15,000 yearly. 4. The employment opportunities in this field are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Roman Empire and locate the boundaries of the Byzantine Empire. 2. Have the students draw a map of the Eastern Hemisphere and locate the trade routes of the Byzantine Empire. 3. Have the students draw a map of the Byzantine Empire and locate the invasion routes into the Empire. CAREER: 1. Ask a theater manager to visit the class to discuss his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Ancient Cities of the East CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 98 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Theatre Owners 1501 Broadway New York, New York 10036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BYZANTINE POLITICAL HISTORY - Justinian the Great - Defensive moves - Revival of empire - Decline - Fall of Constantinople	The student should be able to perform the following activities: 1. In a two page paper, describe the "Nika" Riots of 532. 2. List the accomplishments of Justinian. 3. List the areas captured by the barbarian tribes from 565 to 867. 4. List the reasons for the fall of Constantinople in 1453.	CONCEPT: Justinian the Great married Theodora, an actress. OBJECTIVE: The student should be able to list three major problems faced by an individual who is trying to become a "star." Example: competition, etc.	ACTOR AND ACTRESS: 1. Actors and actresses work primarily in three media: the stage, motion pictures, and television. 2. The biggest requirement in this field is talent. Some professional schools offer degrees in fine arts. Such training is most helpful. 3. The income in this field varies greatly. In 1971, the minimum salary scale was as follows: $130 weekly for principals and chorus in the New York theatre, $100 daily for motion picture actors and actresses, and $165 per half-hour performance plus ten rehearsals for television actors and actresses.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Roman world and locate the territories reconquered by Justinian. 2. Have the students construct a chart comparing the "Corpus Juris Civilis" of Justinian to present laws. 3. Have the students on a map of the Byzantine empire locate the paths of invasion by the barbarian tribes. 4. Have the students construct a chart comparing the fall of the Eastern with the fall of the Western Roman Empire. CAREER: 1. Ask a local actor or actress to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 62 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Actors Equity Association 165 West 46th Street New York, New York 10036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-27 Actor	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BYZANTINE CIVILIZATION - Achievements - Government - Society - Economy - Architecture - Art - Religion	The student should be able to perform the following activities: 1. List the achievements of the Byzantine Empire. 2. In a two page paper, describe life in the Byzantine society. 3. List the accomplishments of the Byzantine civilization in the area of economics. 4. In a three page paper, describe the reasons for the final break between the eastern and western churches.	CONCEPT: The Byzantine's had an elaborate postal system. OBJECTIVE: The students should be able to discuss and explain the importance of the postal service as a form of communication.	POSTAL SERVICE WORKERS: 1. The mailman and the postal clerk are the two most familiar postal service positions. 2. In 1971, there were more than 730,000 postal service workers. Of this number, nineteen per cent were women. 3. Applicants for postal service jobs must be eighteen years of age, be a citizen of the United States, and pass a Civil Service Examination. 4. The outlook for job opportunities in this field is good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play the positions of women in the Byzantine civilization. 2. Have the students locate on a map the trade routes of the Byzantine Empire. 3. Have the students construct a mosaic bulletin board. 4. Have the students debate the religious controversy between eastern and western churches. CAREER: 1. Ask a postal service worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 18 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Federation of Postal Clerks 817 14th Street, N.W. Washington, D.C. 20005 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-282 Your Future in the Postal Service	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ARABIA AND THE ARABS - The great Arab expansion - Political history	The student should be able to perform the following activities: 1. List five areas taken by the Arabs. 2. Identify Battle of Tours. 3. In a two page paper, describe the caliphate system of government. 4. List four independent caliphates.	CONCEPT: The Bedouin tribesmen were skilled archers and master horsemen. People who excell in a sport today can become professional athletes. OBJECTIVE: The student should be able to name some advantages and disadvantages of being a professional athlete.	PROFESSIONAL ATHLETES: 1. Professional athletes may pay in the following areas: baseball, football, basketball, hockey, tennis, golf, bowling, boxing, wrestling, etc. 2. High school and college is helpful for most sports and especially for other employment when the athletic career is over. 3. Salaries are quite varied in professional athletics. 4. There are few opportunities in this area, and the competition is heavy.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map and locate the areas controlled by the Arabs. 2. Have the students role play the life of a Sultan. 3. Have the students draw the troop movements at the Battle of Tours. CAREER: 1. Ask a professional athlete to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 36 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Magazine: Sports Illustrated 9 Rockefeller Plaza New York, New YOrk 10020 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-57 Golf Professional	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RISE OF ISLAM - Mohammed - Religions of Islam - "Five Pillars of Islam" - The Koran - Basic beliefs	The student should be able to perform the following activities: 1. Identify Mohammed. 2. List the Five Pillars of Islam. 3. In a three page paper, describe the Koran. 4. In a two page paper, discuss the basic beliefs of Islam.	CONCEPT: Mohammed began his career as a merchant in the caravan trade. There are numerous opportunities as a retail salesperson today. OBJECTIVE: The student should be able to explain the type of work done by retail salespeople.	SALESPEOPLE, RETAIL: 1. Salespeople in retail stores determine the customer's needs and preferences; show merchandise; answer questions; sell; take payment and make change; fill out charge on sales slip; wrap purchases, may check or order stock; etc. 2. High school graduates are preferred by most stores. 3. Salaries range from about $1.25 to $2.00 + an hour. 4. The employment outlook in this area is good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing Islam to Christianity. 2. Have the students take an imaginary pilgrimage to Mecca. 3. Have the students construct a chart comparing the Five Pillars of Islam to the Ten Commandments. CAREER: 1. Ask a retail salesperson to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 259 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Retail Merchants Association 100 West 31st Street New York, New York 10001	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MOSLEM CIVILIZATION - Government - Society - Economy - Culture - Education - Science - Philosophy - Literature - Architecture - Art	The student should be able to perform the following activities. 1. In a three page paper, describe the four classes of Moslem society. 2. List five characteristics of the Moslem economy. 3. In a two page paper, discuss the contributions of the Moslems to literature. 4. In a one page paper, describe Moslem architecture and art.	CONCEPT: Industry thrived in the Moslem civilization, particularly by the textile industry. OBJECTIVE: The students should be able to name two changes that have greatly affected the textile industry. Example: inventions, etc.	TEXTILE INDUSTRY WORKERS: 1. A variety of workers are involved in the textile industry: card grinders, combing tenders, frame spinners, doffers, weavers, loom fixers, etc. 2. Some production jobs in textile manufacturing require little formal education. However, the need for skilled labor is taking over. 3. Wages have risen in recent years. The average hourly rate in 1970 was $2.52. 4. The employment opportunities in this field are good. The trend is toward workers who can operate the new equipment that eliminates old-fashioned hand-labor tasks.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play a women in Moslem society. 2. Have the students read selections from The Thousand and One Nights. 3. Have the students read The Rubaiyat of Omar Khayyam. 4. Have the students construct models of arabesanes and minarets. CAREER: 1. Arrange to have a textile industry worker speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2073 History and Culture, Part I CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 159 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Textile Manufactures Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ASIATIC INVADERS - Background - Seljuk Turks - Ottoman Turks - Mongols	The student should be able to perform the following activities: 1. In a two page paper, discuss the empire of the Seljuk Turks. 2. List five contributions of Genghis Khan. 3. In a three page paper, describe the rule of Kublai Khan. 4. In a two page paper, discuss why Tamerlane was called the "Prince of Destruction."	CONCEPT: During the rule of Kublai Khan, it is probable that the Mongols acquired knowledge of gunpowder from the Chinese. CAREER: The student should be able to explain the job tasks of an ordnanceman.	ORDNANCEMAN: 1. An ordnanceman inspects, tests, maintains, stores, and prepares for use ordnance material, such as guns, primers, fuses, shells, mines, bombs, rockets and guided missiles, tanks, chemical, biological, and radiological munitions, and fire control equipment for weapons.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map and locate the areas controlled by the Seljuk Turks, Ottoman Turks, and Mongols. 2. Have the students present oral reports on rulers of the Mongol Empire. 3. Have the students read books on the lives of rulers of the Mongol Empire. CAREER: 1. Ask an ordnance man to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EARLY RUSSIA - The people - State of Kiev - Mongol conquest - Russian state - Culture	The student should be able to perform the following activities: 1. List the decendents of the Slavic people. 2. In a two page paper, describe the founding of Russia by the Varangions. 3. List the characteristics of the Mongol rule of Russia. 4. List the contributions of Ivan III to Russia.	CONCEPT: The Russian state of Kiev placed emphasis on building construction. OBJECTIVE: The student should be able to name at least two duties of a building contractor.	BUILDING CONTRACTOR: 1. Building contractors make estimates, prepare bids, sign contracts with customers, buy materials, hire and supervise workmen, etc. 2. The minimum educational requirement is usually high school. 3. Salaries usually range from about $10,000 to $30,000 +. 4. The demand for building contractors depends on the general economic conditions.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Russia and locate the areas settled by the Varangions. 2. Have the students construct a chart comparing the Russian church to the Greek and Roman churches. 3. Have the students draw a map of Russia and locate areas controlled by Ivan III in 1505. 4. Have the students build a model of the Kremlin in Moscow. CAREER: 1. Ask a building contractor to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 231 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Associated General Contractors of America 20th and E Streets, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GERMANIC PEOPLES - Origins - Visigoths - Ostrogoths - Vandals - Lombards - Gurgundians - Saxons - Alemanni - Franks	The student should be able to perform the following activities: 1. Locate the movements of the major Germanic tribes within the Roman Empire when given a map of the area. 2. In a two page paper, discuss the reasons for the Germanic movements. 3. Name the present decendents of each Germanic tribe.	CONCEPT: The Germanic peoples based much of their ecomony on the herding of cattle. OBJECTIVE: The student should be able to name four major problems encountered by the cattleman. Examples: weather, disease of cattle, etc.	CATTLEMEN: 1. Cattlemen primarily breed, raise, and market beef cattle for food. A variety of duties are performed by those individuals who work on a cattle ranch. 2. There are usually no educational requirements to meet for cowhands. Owners and managers would find college courses in agriculture helpful. 3. Earnings vary greatly from year to year. The average earnings usually range from $1,300 to $12,000 annually. 4. The outlook in this area is very good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Roman Empire and trace the movements of the Germanic tribes. 2. Have the students debate ways the Roman Empire could have avoided the Germanic invasions. 3. Have the students try to trace their family tree back to a Germanic tribe. CAREER: 1. Ask a cattle rancher to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 42 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American National Cattlemen's Association 801 East 17th Avenue Denver, Colorado 80218	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GERMAN INVADERS CHARACTERISTICS - Economy - Government - Society - Religion	The student should be able to perform the following activities: 1. In a two page paper, describe life in a village of a Germanic tribe. 2. List the methods of justice in a Germanic tribe. 3. In a two page paper, discuss the religion of the Germanic tribes and relate it to their warlike behavior. 4. Discuss in a two page paper the role of Arian Christianity in their social attitudes.	CONCEPT: Trials were provided for major crimes. As today, a judge or judges presided over the proceedings. OBJECTIVE: The student should be able to list at least three types of judges. Examples: County Judge, Supreme Court Justice, etc.	JUDGE: 1. It is the responsibility of the judge to apply the law, once the facts of a case have become evident. 2. Federal judges are appointed by the President of the United States, subject to confirmation by the Senate. In some states, the judges are appointed by the governor; in others by the state legislature; in the majority of the states they are elected by the people. 3. All federal and most state judges are chosen from the ranks of the legal profession. 4. Salaries range from as low as $16,000 for some state trial court judges to $62,000 for the Chief Justice of the Supreme Court.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play life in a Germanic village. 2. Have the students read selected stories from Germanic myths. 3. Have the students debate the following topic: Arianism and Trinitarianism were the major causes of the fall of the Roman Empire.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 395 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: North American Judges Association 1401 Pennsylvania Avenue, N.W. Washington, D.C. 20004	
CAREER: 1. Ask a judge to speak to the class.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANKISH KINGDOM - Merovingian Kingdom - Carolingian Kingdom - Charlemagne's Kingdom	The student should be able to perform the following activities: 1. List the military victories of Clovis I. 2. In a two page paper, discuss the contributions of Charles Martel and Pepin the Short. 3. In a three page paper, describe the rule of Charlemagne. 4. List five causes of the dissolution of Charlemagnes Empire.	CONCEPT: During the reign of Charlemagne, the old Merovingian cursive script was replaced by an improved style of writing, the Carolingian Minuscule which became the basis for the small type face used today in printing. OBJECTIVE: The student should be able to list two duties of a compositor.	COMPOSITORS: 1. Compositors set type by machine or by hand. By machine, they press keys similar to typewriters; machine duplicates the letters. by hand, they select letters needed, assemble in correct order and arrange in galleys and lock into forms. 2. High school graduation plus a four to six year apprenticeship is required. 3. The average salary is $3.77 an hour. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students, on a map of the Roman Empire, locate the areas controlled by the Merovingian and Carolingian Kingdoms. 2. Have the students construct a model of the Battle of Tours. 3. Have the students locate the extent of Charlemagnes Empire in 814. 4. Have the students read biographies of important leaders of this period. CAREER: 1. Ask a conpositor to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8051 Charlemagne and His Empire CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 90 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Council of the Graphic Arts Industry 1411 K Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
VIKINGS - Origin and nature - Invading groups - Effect on Europe	The student should be able to perform the following activities: 1. List four reasons for the Viking expansion. 2. List the areas conquered by the Danes, Norwegians, Swedes, and Norsemen. 3. In a two page paper, describe the effects the Vikings had on the areas they conquered.	CONCEPT: The Vikings possessed outstanding shipbuilding and designing skills. OBJECTIVE: The student should be able to name two types of ships in American history which exemplify ship design changes. Examples: clippers, ironclads, etc.	SHIP DESIGNERS: 1. There are two kinds of specialists who design ships - the naval architect and the marine engineer. 2. Besides designing ships, they also oversee construction and repair of marine craft and floating structures. 3. A degree in naval architecture or marine engineering is necessary. 4. Salaries range from around $7,000 to $25,000 a year. 5 The future for shipbuilding looks good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct models of Viking ships. 2. Have the students draw a map of Europe and locate one areas invaded by the Danes, Norwegians, Swedes, and Norsemen. 3. Have the students construct a chart comparing the effects of each invading group or the areas they conquered. CAREER: 1. If possible, arrange to have a ship designer speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8813 Vikings, The Life and Conquests 2. Harlandale Audio-Visual Center: 16mm film- 16-341 Vikings: Life and Conquest CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 259 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Society of Naval Architects and Marine Engineers 74 Trinity Place New York, New York 10006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HE MIDDLE AGES: OCIETY - Feudalism - Manorialism - The church	The student should be able to perform the following activities: 1. Define feudalism and manorialism. 2. List the positions of importance within the monor. 3. In a two page paper, describe the role of the church during the Middle Ages. 4. List the social classes during the Middle Ages.	CONCEPT: The village near each manor had a mill in which to process grain. CAREER: The student should be able to name the duties of a grain picker.	GRAIN PICKER: 1. A grain picker separates and weighs samples of grain preparatory to grading. This involves the following: activities: pouring grain sample into chopper of sample divider; pulling the lever to allow the grain to fall through the divider into two receptacles; removing and weighing the grain; pouring sample into cleaning mill; etc.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model of a manor. 2. Have the students design costumes befitting a family during the Middle Ages. 3. Have the students compare by role playing the life of a lord and a peasant. CAREER: 1. Ask a grain picker to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film- 16-671 Middle Ages: Rise of Feudalism CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CONCEPT	OBJECTIVE	PERFORMANCE OBJECTIVE	INFORMATION
FRANCE: THE LATTER MIDDLE AGES - The Capetian kings - Hundred Year's War - Aftermath of war in France	The student should be able to perform the following activities: 1. List three accomplishments of each of the following men: Hugh Capet, Louis VI, Louis VII, and Philip II. 2. In a two page paper, describe the conflict between Philip II and Pope Innocent III. 3. In a series of one page papers, describe each of the four stages of the Hundred Years War (1338-1453). 4. In a two page paper, describe France after the Hundred Years War.	CONCEPT: The Order of the Knight's of Templers developed into a wealthy banking organization. OBJECTIVE: The student should be able to name at least three areas of specialization for bank workers.	BANK WORKERS: 1. There are numerous bank workers: tellers, transit clerks, proof machine operators, bookkeeping machine operators, statement clerks, electronic reader-sorter operators, check inscriber or encoders, key-punch operators, tabulating machine operators, sorting machine operators, file-clerks, clerk-typists, stenographers, secretaries, bank officers, etc. 2. At least a high school education is usually required for positions in this field. Salaries are very good, as well as the benefits offered. 3. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies of French characters of this period. Examples: Hugh Capet, Louis VI, Pope Innocent III, etc. 2. Have the students on a map of Europe locate the areas controlled after each stage of the Hundred Years War. 3. Have the students draw military uniforms of this period. 4. Have the students role play Boniface VIII and Philip the Fair during this period. CAREER: 1. Ask a bank worker to apeak to the class about opportunities in the banking field.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Carcassonne: A French Fortress CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 11 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Bankers Association 90 Park Avenue New York, New York 10016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NGLAND: THE ATTER MIDDLE AGES - Anglo-Saxon England - Norman conquest - Norman kings - Plantegenet kings - English parliament - British Iles - House of Lancaster	The student should be able to perform the following activities: 1. In a two page paper, describe life in Anglo-Saxon England. 2. List three accomplishments of the following Norman Kingdoms: William I, Henry I, and Stephen. 3. List three accomplishments of the following Polantageneh Kings: Henry II, Richard I, and John. 4. In a three page paper, describe the changes which took place in the Parliament.	CONCEPT: During the reign of Henry I, the "exechequer" was created. This was a royal accounting office. OBJECTIVE: List four areas in which an accountant must be proficient. Examples: arithmetical and numerical concepts, bookkeeping, etc.	ACCOUNTANT: 1. Accountants compile, analyze, and prepare financial records. They may specialize in areas such as auditing, taxes, cost accounting budgeting and control, or information processing. 2. Training for accountant positions may be obtained from universities, four year colleges, and accounting and private business schools. Better positions usually require a bachelor's degree in accounting or a closely related field. 3. Beginning in private industry, an accountant makes around $8,500. More experienced accountants usually make from $10,500 to $15,000. 4. In 1970 there were 500,000 accountants with twenty percent of these women. The employment outlook in this field is good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read selected biographies of this period. Examples: William I, Richard I, etc. 2. Have the students reconstruct the Battle of Hastings (1066). 3. Have the students read the Magna Carta (1215) and compare it to the United States Bill of Rights. 4. Have the students construct a chart comparing the power of the House of Lords with the House of Commons. CAREER: 1. Ask an accountant to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 4945 English History - Norman Conquest to the Fifteenth Century 3800 Magna Carta, Part I 3801 Magna Carta, Part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 61 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Accounting Careers Council National Distribution Center Box 650, Radio City Station New York, New York 10019 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-53 Accountant	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPAIN AND PORTUGAL: THE LATTER MIDDLE AGES - Moslem Spain - Christian Spain - "Reconquista" - Unification of Spain - The Spanish state - Portugal	The student should be able to perform the following activities: 1. In a two page paper, describe the life of El Cid. 2. List the accomplishments of Isabella and Ferdinand. 3. In a two page paper, describe the functions of the "Cortes." 4. Identify: Spanish Inquisition.	CONCEPT: King Joao (John) I, who ruled during this time, had five sons, of whom Prince Henry the Navigator would emerge as an important leader in the "age of discovery." OBJECTIVE: The student should be able to explain the type of work done by an aerial navigator.	AERIAL NAVIGATOR: 1. An aerial navigator locates positions and directs course of airplanes on international flights, using navigational aids, such as charts, maps, sextant, and slide rule. He establishes the position of the airplane by the use of navigation instruments and charts, celestial observation, or dead reckoning. He directs deviations from course required by weather conditions such as wind drifts and forecasted atmospheric changes. 2. He must be licensed by the FAA.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Western Europe and locate Moslem and Christian Spain. 2. Have the students read the biography of El Cid. 3. Have the students draw sketches of the clothing of this period. 4. Have the students role play the conflicts between the following: "Cortes," "Consejo Real," and monarchs. CAREER: 1. Ask an aerial navigator to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE HOLY ROMAN EMPIRE - Meaning and significance - Saxon Dynasty - Hohenstaufen Dynasty - Other developments	The student should be able to perform the following activity: 1. List four ways the unification of Italy and Germany remained in tack. 2. In a two page paper, summarize the accomplishments of the Saxon Dynasty. 3. List the reasons for the controversy between Henry IV and Pope Gregory VIII. 4. In a two page paper, summarize the accomplishments of the Hohenstaufen Dynasty.	CONCEPT: Conrad II inaugurated the use of "ministeriales." These were people trained as administrators of the crown. OBJECTIVE: The student should be able to list two duties of administrative managers.	ADMINISTRATIVE MANAGERS: 1. An administrative manager has several general areas of responsibility: planning and scheduling work and deciding how it can be done most efficiently; supervising those who perform the work; and introducing new methods and procedures and equipment to help personnel and customers. 2. A bachelor's degree in business administration or accounting is desirable for this position. 3. Salaries range from about $4,000 to $20,000 a year. 4. Employment opportunities are good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Europe and locate the Holy Roman Empire. 2. Have the students prepare oral reports on the lives of leaders of the Holy Roman Empire. Examples: Otto I, Pope Gregory VII, Fredrick II, etc. 3. Have the students debate the question of investiture. CAREER: 1. Ask an administrative manager to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 339 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Administrative Management Society Maryland Road Willow Grove, Pennsylvania 19090 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Managerial Occupations	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CHURCH AND THE PAPACY - The church - The crusades - Reform movements - The Papacy versus secular rules	The student should be able to perform the following activities: 1. List five reasons for the Crusades. 2. List six results of the Crusades. 3. Identify briefly the Mendicant Order. 4. In a two page paper describe the Great Schism.	CONCEPT: An intellectual, St. Dominic founded the Dominican Order, the members took the vow of poverty, but stressed education. OBJECTIVE: The student should be able to name three special qualifications for college teachers. Examples: openness to new ideas, intelligence, etc.	COLLEGE TEACHER: 1. College teachers specialize in one particular curriculum area. They instruct their students through the use of lectures, discussions, and laboratory work. They must keep well informed in their particular field, engage in research, and write articles and books. 2. A graduate degree is necessary for most starting positions. A Ph.D. is preferred. 3. The salaries in 1969 ranged from about $6,330 to $28,490. 4. Because college enrollment is increasing, the demand for college teachers is fairly constant.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Middle East and locate the areas of each Crusade. 2. Have the students draw pictures of the costumes of the Crusade period. 3. Have the students debate the causes and results of the Crusades. 4. Have the students make a chart comparing the different monastic orders of the Catholic Church. CAREER: 1. Ask a college teacher speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8266 Medieval Times - Role of the Church 8267 Medieval Times - The Crusades CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 133 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of University Professors 1 Dupont Circle Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-39 Professor magnetic tape-	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEDIEVAL CIVILIZATION - Society - Commercial revival - Education - Science - Philosophy - Architecture - Literature	The student should be able to perform the following activities: 1. List and describe the class structure in the Middle Ages. 2. In a two page paper describe the reasons for the decline of medieval culture. 3. List the steps of advancement within the guilds. 4. In a two page paper, describe the life of St. Thomas Aguinas.	CONCEPT: The doctorale degree was available at this time in law. OBJECTIVE: The student should be able to name and explain at least five areas of specialization in law.	LAWYER: 1. It is the responsibility of a lawyer to advise and represent clients in courts of law. 2. An individual must be admitted to the bar before he can practice law in the courts of a state. The prerequisite to the bar exam is usually at least three years of college plus graduation from law school. 3. Beginning lawyers usually make around $9,000. With experience and success, some make as much as $35,000 +. 4. There were 280,000 lawyers employed in 1970. Three-fourths of these wer in private practice. The outlook is good in this profession through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play the classes of Middle Age society. 2. Have the students construct a model town with each needed guild represented. 3. Have the students read a biography on St. Thomas Aquinas. CAREER: 1. Ask a lawyer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8265 Medieval Times - Guilds and Trade 2. San Antonio Public Library: 16mm films- Art of the Middle Ages Chartres Cathedral 3. Harlandale Audio-Visual Center: 16mm film- 16-672 Middle Ages: Cultures of Medieval Europe CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 9 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Bar Association 1155 East 60th Street Chicago, Illinois 60637	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ITALIAN RENAISSANCE - Political Italy - Literature and thought - Painting - Architecture - Sculpture - Music	The student should be able to perform the following activities: 1. In a two page paper, describe the formation of one of the Stalian States. 2. List three philosophical contributions of Machiavelli. 3. Name three major works of the following men: da Vinci, Michelangelo, and Raphael. 4. In a one page paper, describe the Italian contributions to architecture and sculpture.	CONCEPT: Cosimo de Medici was the richest and most influential banker in Florence. OBJECTIVE: The student should be able to name at least three bank officer positions.	BANK OFFICER: 1. Bank officers administer banking service such as loans, trust funds, safety deposit services, investment counseling, checking and savings accounts, etc. Officers include the president, vice-president, cashiers, treasurer, junior officers. 2. A college degree in business or liberal arts is usually required. 3. Salaries range from about $5,000 to $50,000 +. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Italy and locate the following places: Republic of Venice, Duchy of Milan, Republic of Florence, The Papal States, and Kingdom of the Two Sicilies. 2. Have the students examine pictures of famous artistic works of this period. 3. Have the students read selected biographies of famous Italian artists. CAREER: 1. Ask a bank officer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 6008 Michelangelo - The Last Giant, Part I 6009 Michelangelo - The Last Giant, Part II 6003 Fourteen Ninety-Two, Part I, The Italian Renaissance 2081 I, Leonardo da Vinci, Part I 2082 I, Leonardo da Vinci, Part II 2. San Antonio Public Library: 16mm films- I, Leonardo da Vinci The Renaissance CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 46 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Bankers Association 90 Park Avenue New York, New York 10010 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-40 Banker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPREAD OF THE RENAISSANCE - Northern Europe - France - England - Spain	The student should be able to perform the following activities: 1. List three characteristics of humanism. 2. In a three page paper, describe the contributions of English authors during this period. 3. List five works by William Shakespeare. 4. In a two page paper, describe the life and works of Cervantes.	CONCEPT: Jean Luis Vives was one of the first to write on psychology. OBJECTIVE: The student should be able to name at least four places where psychologists are employed. Examples: schools, and hospitals, etc.	PSYCHOLOGISTS: 1. Psychologists study human behavior by means of psychological tests, personal interviews, case histories, experiments, surveys, etc. 2. A master's degree is the minimum requirement for a psychologist. 3. Earnings vary considerably in this field. They may range from $15,000 to $45,000 + a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student read works by English authors of this period. 2. Have the students portray the characters in a play by Shakespeare. 3. Have the students read and interpret English poetry of this period. 4. Have the students read Don Quiote de la Mancha. CAREER: 1. Ask a psychologist speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- The Renaissance CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 137 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Psychologist Association 1200 17th Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Psychologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AFRICAN KINGDOMS: TO THE AGE OF DISCOVERY AND EXPLORATION - North Africa - East Africa - West Africa - Central and South Africa	The student should be able to perform the following activities: 1. In a one page paper, describe the development of Ethiopia. 2. List the contributions of the Mali Empire. 3. In a three page paper, summarize the contributions of Africa during this period.	CONCEPT: In Ethiopia, there were erected gigantic carved obelisks of masonry. CAREER: The student should be able to name some of the duties of a cement mason.	CEMENT MASONS: 1. Cement masons finish exposed surfaces of concrete constructions such as sidewalks, floors, highways, etc. They direct the pouring of cement; level, tamp, and smooth the surface; and finish edges. 2. A high school diploma is desirable. 3. Salaries range from about $3.05 to $5.35 an hour. 4. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Africa locate the significant kingdoms. 2. Have the students construct a chart comparing the development in each geographic area of Africa. 3. Have the students draw a map comparing early Kingdoms to modern countries in Africa. CAREER: 1. Ask a cement mason to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8193 Imperialism and European Expansion CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 170 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Operative Plaster's and Cement Mason's International Association 1125 Seventeenth Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Cement Mason	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIA - TO THE AGE OF DISCOVERY AND EXPLORATION - Origin - Hinduism - Buddhism - Mauyra Dynasty - Gupta Dynasty - Moslem conquest	The student should be able to perform the following activities: 1. In a three page paper, summarize the early history of India. 2. Define the following: Hindu Trinity, basic Hindu concepts and Four Noble Truths. 3. In a two page paper, summarize the Maurya Dynasty. 4. List and describe the areas conquered by the Moslems.	CONCEPT: During the Maurya Dynasty, chemistry reached a high degree of development in India. OBJECTIVE: The student should be able to explain the type of work done by chemists.	CHEMISTS: 1. Chemists study the composition and chemical properties of substances and processes of chemical change. They do basic and applied research, analysis, testing, teaching, selling, administration, etc. 2. A Bachelor's degree is essential and a Ph.D. is needed for top jobs. 3. Salaries range from $ 7,500 to $20,000 +. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of India and locate the areas controlled during early Indian history. 2. Have the students present oral reports on the caste system in India. 3. Have the students construct a chart comparing Hinduism to Christianity.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4245 Hindu World 2. Harlandale Audio-Visual Center: filmstrip- F-67 The Rise of Civilization In India	
CAREER: 1. Ask a chemist to speak to the class about his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 66 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Chemists 60 East 42nd Street New York, New York 10017 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Chemists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CHINA: TO THE AGE OF DISCOVERY AND EXPLORATION - Origin - Traditional History - Shang Dynasty - Chou Dynasty - Ch'in Dynasty - Han Dynasty - Sui Dynasty - Tang Dynasty - Suny Dynasty	The student should be able to perform the following activities: 1. In a two page paper, describe the traditional history of China. 2. List five developments of the Shang Dynasty. 3. List and describe briefly the philosophical contributions of the Chou Dynasty. 4. Compare in a three page paper Toaism and Confucianism.	CONCEPT: The Chinese people have always been very historical minded and have compiled massive historical records. OBJECTIVE: The student should be able to participate in a class discussion about the contributions of historians.	HISTORIANS: 1. Historians are primarily engaged in teaching, research, or writing. Some historians are archivists. They identify, preserve, and make available documentary materials of historical value. 2. A graduate degree is usually necessary for a position in this field. 3. A historian working for the government usually makes from $6,500 to $20,000. Those working in colleges and universities make about $7,000 to $18,000. 4. There are approximately 15,000 people employed as historians. Employment in this occupation is expected to increase rapidly in the 1970's.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of China and locate the areas controlled by each dynasty of this period. 2. Have the students prepare a chart comparing Toaism and Confucianism. 3. Have the students make costumes of this period. CAREER: 1. Ask a historian to speak to the class about the type of work he does.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8062 China - The Old and the New 2. Harlandale Audio-Visual Center: filmstrip- F-68 The Rise of Chinese Civilization CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 377 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Historical Association 400 A Street, S.E. Washington, D.C. 22003 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Historians	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
JAPAN: TO THE AGE OF DISCOVERY AND EXPLORATION - Origin - Cultures - Legendary history - Yamato Period - Nava Period - Nagaoda Period - Heian Period - Kamakura Period - Ashikagn Period - National unification	The student should be able to perform the following activities: 1. List and briefly describe the following cultures: Jomon, Yayoi, and Tomb. 2. In a two page paper, describe the contributions of the Yamato Period. 3. List four changes which affected Buddism during the Kamakura Period. 4. In a two page paper, describe the unification of Japan.	CONCEPT: In painting at this time, landscape predominated. OBJECTIVE: The student should be able to explain the advantages and disadvantages of being an artist.	ARTIST - FINE ARTS: 1. Art is an expression. The artist creates an object that will evoke a visual experience. 2. Special training and post-high school courses in art are important; however, artistic ability is certainly the most important qualification for success in this field. 3. While continuing his own work, the free-lance artist makes a living by working on commissioned assignments. The life of an artist on a regular salary is much more secure. Artists with experience usually earn from $3,500 up - and the "up" can be very much higher.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Japan and locate the areas controled by each political division. 2. Have the students construct a chart comparing life styles during each period. 3. Have the students construct costumes of this period. 4. Have the students role play a Japanese citizen during this period. CAREER: 1. Ask an artist to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2090 Japan - Its Customs and Traditions CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 291 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Allied Artists Association 1083 Fifth Avenue New York, New York 10028 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Commercial Artist	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE AMERICAN: TO THE AGE OF DISCOVERY AND EXPLORATION - Geography - Indians - Mayans - Toltects - Aztects - Incas	The student should be able to perform the following activities: 1. List the countries which make up North America, Central America, South America, and the Caribbean Area. 2. In a three page paper, describe the Mayan civilization. 3. List ten characteristics of the Aztec civilization. 4. In a two page paper, discuss the reasons the Spaniards easily defeated the Inca civilization.	CONCEPT: The Incas developed supurb embalming and mummifying methods. OBJECTIVE: The student should be able to list some of the duties of a funeral director and embalmer.	FUNERAL DIRECTORS AND EMBALMERS: 1. Funeral directors take care of the details of funerals: assist family, arrange service, help select casket, get death certificat arrange and supervise burial, etc. They may embalm and dress the body. 2. State requirements vary, but most require high school plus one year at a mortuary school and at least one year apprenticeship. 3. Salaries average from about $7,000 to $10,000 a year. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the western hemisphere and locate the areas settled by the Mayans, Aztecs, and Incas. 2. Have the students role play the life of citizens of the Mayan Empire, Aztec Empire, and Inca Empire. 3. Have the students construct a chart comparing the religious beliefs of the Mayans, Aztecs, and Incas. CAREER: 1. Ask a funeral director to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 6004 Fourteen Ninety-Two, Part II, Christopher Columbus 8883 Beginnings of Exploration 2373 The Ancient Peruvian 2. San Antonio Public Library: 16mm films Tha Ancient New World The Ancient Peruvian Escavations at La Venta CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Funeral Director 2. School Counselor or Librarian: SRA Occupational Brief # 132 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: National Selected Morticians 1616 Central Street Evanston, Illinois 60201	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE AGE OF DISCOVERY AND EXPLORATION - Background - Motives - Portugal - Spain - England - France - Holland - Sweden - Denmark - "Commercial Revolution"	The student should be able to perform the following activities: 1. In a three page paper, discuss "gold, glory, and God" as motives for exploring the New World. 2. List the areas claimed by Portugal, Spain, England, France, and Holland. 3. List five new products introduced to Europe from the New World. 4. In a two page paper, describe mercantilism.	CONCEPT: The commercial revolution was characterized by the introduction of new products used in cooking. Some of these were cocoa, tea, coffee, sugar, vanilla, and all-spice. OBJECTIVE: The student should be able to name some special qualities needed by a cook or chef.	COOKS AND CHEFS: 1. Cooks and chefs prepare and cook food, usually in large quantities. They may estimate food consumption, decide on size of portions, help plan menus, etc. 2. A high school diploma is preferred, plus special training. 3. Salaries are quite varied. They range from $4,000 to $15,000 +. 4. The employment opportunities are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the world and locate the exploration routes of each European country. 2. Have the students prepare written reports on famous European explorers. Examples: da Gama, de Leon, Drake, etc. 3. Have the students prepare a chart comparing the goals, successes and failures of each exploration attempt by the European nations. AREER: . Ask a cook or chef to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8885 Beginnings of Exploration . 2345 Sir Francis Drake - The Rise of English Sea Power 8892 The Spanish Explorers CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 115 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Council on Hotel, Restaurant and Institutional Education Statler Hall Ithaca, New York 14850 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Cooks and Chefs	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PROTESTANT REFORMATION - Causes - Martin Luther - Calvinism - English reformation - Counter-reformation - Effects of the reformation	The student should be able to perform the following activities: 1. List four causes of the Protestant Reformation. 2. Compare in a three page paper the beliefs of Martin Luther and John Calvin. 3. In a three page paper, describe the life of Henry VIII and his effect on the English Reformation. 4. List six results of the reformation.	CONCEPT: One of the causes of the Protestant Reformation was the resentment of the European Monarchs over the increased vast land holdings of the church. OBJECTIVE: The student should be able to explain the type of work done by real estate agents.	REAL ESTATE AGENTS AND BROKERS: 1. Real estate agents and brokers sell, buy, rent and manage land, houses, and commercial buildings. Brokers advertise properties, handle financing and legal details, manage business, etc. 2. A high school education is required and some college training is preferred. 3. Real estate agents and brokers are usually paid a straight commission. The salaries usually range from $5,000 to $20,000 a year. 4. The employment opportunities are fairly good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare oral reports on famous reformers of this period. 2. Have the students role play the controversy between Henry and Sir Thomas More. 3. Have the students construct a geneology chart of the wives of Henry VIII.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2162 Reformation, Part I 2163 Reformation, Part II	
CAREER: 1. Ask a real estate agent to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 169 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Real Estate Boards 36 South Wabash Avenue Chicago, Illinois 60603 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Real Estate Salesmen - Broker	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ERA OF DYNASTIC AND RELIGIOUS WARS: SIXTEENTH AND SEVENTEENTH CENTURIES - Spain - France - England - Thirty Years War	The student should be able to perform the following activities: 1. In a two page paper, describe the conflicts of Spain and the Holy Roman Empire. 2. In a three page paper, describe the conflict between the Catholics and Huguenots. 3. Identify the following: Henry VIII, Elizabeth I, James I, and Charles I. 4. List four results of the Peace of Westphalia.	CONCEPT: The Spaniards introduced the musket in warfare in 1521, against the French. OBJECTIVE: The student should be able to explain the type of work done by a gunsmith.	GUNSMITH: 1. A gunsmith is a gun repairman. He repairs and modifies firearms to blueprint and customer specifications. He uses handtools and machines such as grinders, planers, millers, etc. He fires firearms with proof loads to determine strength characteristics, correct alinement, and assembly of piece.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies of leaders of this period. 2. Have the students role play Cardinal Richelieu. 3. Have the student construct costumes of the Puritan faith. 4. Have the students draw a map of Europe and locate the areas affected by the Thirty Years War. CAREER: 1. Ask a gunsmith to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2185 The Spanish Armada CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURE OF THE SIXTEENTH CENTURY - Baroque Style - Spain's Golden Age in Literature - English Literature - "Scientific Revolution"	The student should be able to perform the following activities: 1. In a two page paper, describe the Baroque style of painting, music, and literature. 2. List four works of Spain's Golden Age in Literature. 3. Identify John Milton. 4. List ten developments of the Scientific Revolution.	CONCEPT: In music during this time, the Italians developed the opera. The composer Monteverdi, composed the first important operas. OBJECTIVE: The student should be able to name at least two famous composers.	COMPOSERS: 1. Composers write original musical scores. Serious composers write operatic, symphonic, or religious music. Popular composers write musicals, jazy, radio and television commercials, or popular tunes. 2. A college degree is helpful in this profession. 3. Salaries range from $5,000 to $20,000 + a year. 4. The outlook for composers is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biogrophies of artists, authors, and scientists of this period. 2. Have the students examine examples of the Baroque style of painting. 3. Have the students read selected poetry of Donne, Milton, and Bunyan. CAREER: 1. Ask a composer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8010 Age of Enlightenment in Europe CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 396 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Music Council 2109 Broadway New York, New York 10023	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PHILOSOPHY OF ABSOLUTION - Jean Bodin - Thomas Hobbes - Bishop Jaques Bossuet	The student should be able to perform the following activities: 1. In a one page paper, describe the philosophy of Jean Bodin. 2. Define absolutism. 3. List five reasons, pro and con, for the theory of the divine right of kings.	CONCEPT: These men, especially Hobbes, were some of the early political scientists. OBJECTIVE: The student should be able to explain the type of work done by a political scientist.	POLITICAL SCIENTIST: 1. Political scientists study government - what it is and does, how it operates, and how it affects the governed at every level. They analyze patterns and sources of political power, study domestic and foreign affairs, and collect and analyze facts. 2. A political scientist usually holds a master's degree in political science, international relations, or public administration. A Ph.D. is highly desirable. 3. Most college professors of political science earn from $8,000 to $15,000 + a year. The salary in government jobs is somewhat higher. 4. There are about 15,000 political scientists in the United States.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the theory of the divine right of kings. 2. Have the students debate the right of revolution against unjust rule. 3. Have the students construct a chart comparing the beleifs of Bodin, Hobbes and Bossuet. CAREER: 1. Ask a political scientist to speak to the class	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 366 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Political Science Association 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Political Scientists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANCE AND LOUIS XIV - Sources of strength - Louis XIV - Domestic policies - Foreign policies - Four wars of Louis XIV	The student should be able to perform the following activities: 1. List five sources of French strength. 2. In a two page paper, describe Louis XIV's domestic policies. 3. In a three page paper, summarize the four Wars of Louis XIV. 4. List six results of the Treaty of Utrecht.	CONCEPT: Louis XIV had the Palace of Versailles built with its famous Hall of Mirrors. OBJECTIVE: The student should be able to explain the type of work done by a mirror specialist.	MIRROR SPECIALIST: 1. A mirror specialist performs any combination of the following tasks involved in mirror production: loads and unloads conveyors; cuts mirror backing; drills holes in backs; packs mirrors; install mirrors; etc.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students examine photographs of the Palace of Versailles. 2. Have the students draw a map of Europe and locate the areas captured by France. 3. Have the students construct a chart comparing the causes and results of each of Louis XIV's wars.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film: 8009 Age of Absolute Monarchs in Europe	
	CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	
CAREER: 1. Ask a mirror specialist to speak to the class.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POWER POLITICS: ENGLAND (1650-1715) - Parliament versus the Crown - Puritan Revolution - Commonwealth - Restoration Era - "Glorious Revolution"	The student should be able to perform the following activities: 1. List and define the three page paper, describe the Puritan Revolution. 2. In a three page paper, describe the Puritan Revolution. 3. Identify Oliver Cromwell. 4. In a two page paper, describe the Glorious Revolution.	CONCEPT: Lloyd's of London Insurance Company was founded during this time. OBJECTIVE: The student should be able to name the duties and responsibilities of insurance agents.	INSURANCE AGENTS: 1. Insurance agents find prospects; make appointments with them; discover policies best suited to their needs and abllity to pay; sell the policy; arrange for loans on policies; file claims; collect premuims; etc. 2. College training is preferred for insurance agents. 3. Incomes range from about $5,000 to $50,000. Agents work on commission.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students analize a copy of the Declaration of the Rights of Man. 2. Have the students read selections by John Locke. 3. Have the students debate the causes and results of the political changes of this period.	CURRICULUM:	
	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 118 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Insurance Information Institute 110 William Street New York, New York 10038	
CAREER: 1. Ask an insurance agent to speak to the class.	3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Insurance Agent - Broker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OTHER NATIONS OF EUROPE c. 1650-1715 - Prussia - Russia - Poland - Sweden - Denmark - Netherlands - Switzerland - Portugal - Spain - Italy - Austria - Ottoman Empire	The student should be able to perform the following activities: 1. In a three page paper, describe the contributions of Ivan III and Ivan IV to Russian development. 2. List and describe briefly the three aims of Peter the Great. 3, In a two page paper, compare and contrast the developments in the Scandinavian countries to the Middle European countries.	CONCEPT: The economy of Prussia was helped by a liberal immigration policy but brought skilled workers to Prussia. OBJECTIVE: The student should be able to name at least five states where immigration inspectors are numerous.	IMMIGRATION PATROL INSPECTOR: 1. An immigration patrol inspector is an officer of the Immigration Border Patrol, a branch of the Immigration and Naturalization Service of the United States Department of Justice. This is the federal agency responsible for the administration and the enforcement of the nation's immigration and nationality laws. The principal duties of the Immigration Border Patrol are to prevent the illegal entry of aliens to the United States, the smuggling of aliens into the United States, and to apprehend aliens who are in this country illegally. 2. Normally, there is a continuing demand for inspectors. The Border Patrol numbers around 1500 men.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Europe and locate the countries listed in this unit. 2. Have the students prepare oral reports of biographies of leaders of this period. 3. Have the students make costumes depicting the old and new Russia under Peter the Great. CAREER: 1. Ask an immigration patrol inspector to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURE OF THE SEVENTEENTH CENTURY - Baroque style - Neo-classicism - "Scientific Revolution"	The student should be able to perform the following activities: 1. List four paintings by Frans Hals and by Rembrandt. 2. List five works of Johann Sebastion Bach. 3. In a two page paper, discuss John Locke's philosophy of government. 4. List the discoveries of Sir Isaac Newton.	CONCEPT: During this time, Newton began his scientific study of optics. OBJECTIVE: The student should be able to explain the duties of an optician.	OPTICIAN: 1. Opticians receive prescription, measure patient for width of glasses and position of lenses, show frames, write order, adjust finished glassss to wearer, etc. 2. High school graduation is required. Two years of college or vocational school is helpful. There is usually a four or five year apprenticeship. 3. Salaries range from about $3,500 to $8,500. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students examine photographs of the works of Hals and Rembrandt. 2. Have the students listen to recordings of works by Bach. 3. Have the students read selections from Rocke's Two Treatises of Government. 4. Have the students construct models of discoveries of Newton. CAREER: 1. Ask an Optician to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 86 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Guild of Prescription Opticians of America, Inc. 1250 Connecticut Avenue, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- MT-257 Your Future as a Dispensing Optician	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EUROPE IN THE EIGHTEENTH CENTURY - Great Britain - France - Prussia - Russia - Other nations	The student should be able to perform the following activities: 1. List the foreign and domestic problems which faced England in the eighteenth century. 2. In a two page paper, describe the domestic problems faced by France. 3. List the reasons for the War of Austrian Succession. 4. In a two page paper, describe the colonial rivalries during the eighteenth century.	CONCEPT: Great Britain was a leader in the development of the coal industry at this time. OBJECTIVE: The student should be able to name the areas of the United States where coal miners are needed.	COAL MINERS: 1. In underground mines, a variety of jobs are performed: sink shaft, ventilate, reinforce, cut tunnels, blast, lay tracks, load coal, etc. 2. A high school education is desirable and often required. 3. In 1970, the average hourly wage was $4.76. 4. The future in the coal industry looks quite good; however, most jobs will be for mining engineers and skilled labor.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Europe and label the areas of strife. 2. Have the students role play English opinion during the Seven Years War (French and Indian War). 3. Have the students draw a map of the world and identify each area controlled by a European power. CAREER: 1. Have the students research the history of the coal industry in the United States.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 51 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Coal Association 1130 Seventeenth Street, N.W. Washington, D.C. 20036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE SCIENTIFIC REVOLUTION: THE PIONEER - Copernicus - Boyle - Kepler - Galileo - Newton - Bacon - Descartes - Gilbert - Vesalius - Harvey	The student should be able to perform the following activities: 1. In a two page paper, describe the contributions to astronomy by Copernicus, Kepler, and Galileo. 2. List the dicoveries of Newton. 3. Describe briefly the deductive method. 4. In a two page paper, discuss the advances in science during this period.	CONCEPT: Robert Boyle was a pioneer in the area of chemistry. OBJECTIVE: The student should be able to name some special abilities needed by a chemical technician.	CHEMICAL TECHNICIAN: 1. Chemical technicians perform routine operations in research, development, testing, analysis, and production of chemicals and related products. 2. The educational requirements are the following: high school plus one to three years of chemical technology in a junior college or technical institute or two years of college chemistry. 3. Salaries range from $3,500 to $9,100. 4. The employment opportunities are excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model of the universe. 2. Have the students construct a small telescope. 3. Have the students experiment with magnetism. 4. Have the students prove Boyle's Law. CAREER: 1. Ask a chemical technician to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8010 Age of Enlightenment in Europe CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 318 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Chemical Society 1155 Sixteenth Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Chemists	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OUTSTANDING SCIENTISTS: EIGHTEENTH CENTURY - La Place - Hutton - Linnaeus - Buffon - Priestley - Lavoisier - Jenner - Franklin - Volta - Effects of the scientific revolution	The student should be able to perform the following activities: 1. List the contributions of each scientist of this period. 2. Select a discovery of this period and describe its contribution to mankind. 3. List the effects of the scientific revolution. 4. In a two page paper contrast rationalism and empericism.	CONCEPT: Joseph Priestley discovered oxygen without realizing its importance. OBJECTIVE: The student should be able to explain the duties and responsibilities of an inhalation therapist.	INHALATION THERAPISTS: 1. The primary job of an inhalation therapist is to help patients breathe through the use of special machines, administer medical gases, and help revive a patient who has stopped breathing. 2. The minimum requirement is a high school diploma plus at least nine months of formal training on the job. 3. Salaries range from $325 to $825 a month for beginners and $400 to $1,013 a month for experienced therapists. 4. The employment outlook is excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students present oral reports on scientists of this period. 2. Have the students construct a chart comparing rationalism to empericism. 3. Have the students debate rationalism versus empericism as a source of knowledge. CAREER: 1. Ask an inhalation therapist to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 388 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association for Inhalation Therapy 3554 9th Street Riverside, California 92501	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ENLIGHTENMENT - Philosophy - John Locke - Isaac Newton - Vollaire - Montesquieu - Rousseau - Smith - Hume - Kant	The student should be able to perform the following activities: 1. In a three page paper, describe the philosophy of enlightenment. 2. List the contributions to government by Voltaire, Montesquieu, and Rousseau. 3. In a two page paper, compare the economic doctrines of Smith. 4. List the contributions of Kant.	CONCEPT: Besides being a philosopher, Newton was also a scientist in such areas as gravitation and motion. OBJECTIVE: The student should be able to name two areas of specialization for aerospace engineers.	AEROSPACE ENGINEER: 1. An aerospace engineer plans, designs, develops, tests, and supervises production of aircraft, missles, and rockets. 2. At least a bachelor's degree in aeronautical engineering is necessary. A graduate degree is preferable for many positions. 3. The salaries range from about $9,000 to $20,000 + yearly. 4. The demand in this field is not as great as it has been in previous years.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COM
CURRICULUM: 1. Have the students debate the theories of religion of this period. 2, Have the students construct a chart comparing the following men: Voltaire, Montesquieu, and Rousseau. 3. Have the sutdents read selected sections from Smith's Wealth of Nation's. CAREER: 1. Ask an aerospace engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8010 Age of Enlightenment in Europe CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 201 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Types of Engineering	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ENLIGHTENED DESPOTS - Joseph II of Austria - Frederick the Great of Prussia - Catherine the Great of Russia	The student should be able to perform the following activities: 1. List the accomplishments of Joseph II of Austria. 2. In a two page paper, describe the rule of Fredrick of Austria. 3. List the shortcomings of Catherine the Great of Russia.	CONCEPT: Joseph II began freedom of the press in Austria. OBJECTIVE: The student should be able to explain the type of work done by newspaper editors.	NEWSPAPER EDITORS: 1. A newspaper editor evaluates the stories that are reported to papers every day. 2. A college degree is helpful in this field. 3. Salaries vary greatly and range from $100 to $300 + weekly. 4. The job outlook for qualified editors varies.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COM
CURRICULUM: 1. Have the students construct a chart comparing the reforms of the enlightened despots of this period. 2. Have the students read biographies of the rules of this period. 3. Have the students compare the successes and failures of Catherine the Great. CAREER: 1. Ask a newspaper editor to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief# 69 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Newspaper Editors 750 Third Avenue New York, New York 10017 3. Harlandale Audio-Visual Center: cassette tape- Cas.T-41 Editor	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURE: EIGHTEENTH CENTURY - Neoclassicism - Literature - Architecture - Painting - Engravings - Music	The student should be able to perform the following activities: 1. Define neoclassicism. 2. List and briefly describe five novels of this period. 3. In a two page paper, describe the artistic accomplishments of this period. 4. List five composers of this period and give examples of their work.	CONCEPT: Sir Christopher Wren was an outstanding architect of this period. OBJECTIVE: The student should be able to explain the work done by an architectural renderer.	ARCHITECTURAL RENDERER: 1. An architectural renderer is also known as a delineator. He renders perspective drawings of buildings and manufactured products for display or advertising purposes working from sketches and blueprints and using pencil, pen, charcoal, water-colors, or airbrush.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students read selected novels of this period. 2. Have the students examine selections of Gibbons History of the Decline and Fall of the Roman Empire. 3. Have the students construct examples of neoclassical architecture. 4. Have the students listen to selected musical works of this period. CAREER: 1. Ask an architectural renderer to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE FRENCH REVOLUTION: BACKGROUND - Causes - Three estates - Estates General - Popular uprising (1789) - National Assembly (1789-1791) - Legislative Assembly (October 1791-September 1792) - The First French Republic (1792-1804)	The student should be able to perform the following activities: 1. List five causes of the French Revolution. 2. List five functions of the Estates General. 3. In a three page paper, describe the events leading to the French Revolution. 4. In a three page paper, describe the fate of Louis XIV and the Reign of Terror.	CONCEPT: One of the causes of the French Revolution was an irresponsible and inefficient system. OBJECTIVE: The student should be able to name some of the job responsibilities of an administrative assistant.	ADMINISTRATIVE ASSISTANT: 1. An administrative assistant aids the executive in staff capacity by coordinating office services, such as personnel, budget preparation and control, housekeeping, records control, and special management studies. He studies management methods in order to improve work-flow, simplify reporting procedures, or implement cost reductions.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students construct a model of the Legislative Assembly showing Left, Center, and Right. 2. Have the students construct a model of a guillotine. 3. Have the students prepare oral reports on characters of this period. CAREER: 1. Ask an administrative assistant to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8886 French Revolution - Birth of a New France 8887 French Revolution - Death of the Old Regime 2. Harlandale Audio-Visual Center: 16mm film- 16-641 French Revolution CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE FIRST EMPIRE: FRANCE (1804-1814 and 1815) - Napoleon Bonaparte - The Empire - Domestic reform	The student should be able to perform the following activities: 1. In a three page paper, describe the life of Napoleon. 2. In a two page paper, describe Naploeon's rule of the Empire. 3. List and describe briefly the accomplishments made by Napoleon in the following areas: Civil Codes, the church, fiscal reforms and education.	CONCEPT: One of Naploeon's fiscal reforms was to balance the budget. OBJECTIVE: The student should be able to name some special abilities needed in order to be a budget clerk.	BUDGET CLERK: 1. A budget clerk prepares budgets based on previous budget figures or estimated revenue and expense. He reviews records of sales and actual operation expenses such as payrolls and material costs. He compiles tables of revenues and expenses to show current budget status.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students read a biography of Napoleon. 2. Have the students construct a chart of the reforms of Napoleon. 3. Have the students debate the title "Man of Destiny" as it applied to Napoleon. CAREER: 1. Ask a budget clerk to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8882 The Napoleonic Era 2. Harlandale Audio-Visual Center: filmstrip- Mi28 Napoleon CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NAPOLEON VERSUS EUROPE - War of the First Coalition - Napoleon's Egyptian Expedition - War of the Second Coalition - War of the Third Coalition - The continental system - Peninsulan War - War with Austria - Invasion of Russia - War of the Fourth Coalition - The Hundred Days	The student should be able to perform the following activities: 1. In a three page paper describe the wars of the First and Second Coalitions. 2. List the areas captured during the Third Coalition. 3. In a three page paper, describe Napoleons invasion of Russia. 4. In a three page paper describe Napoleons Hundred Days.	CONCEPT: A massive outbreak of the plague took place during the Egyptian Expedition. OBJECTIVE: The student should be able to explain the type of work done by public health sanitarians.	PUBLIC HEALTH SANITARIANS: 1. Public health sanitarians apply technical knowledge to environmental health. They inspect recreation facilities, food and dairy plants, restaurants, waste - disposal facilities, water - supply systems, public housing to ensure compliance with health regulations, etc. 2. A college degree is required for this job. 3. Salaries range from $6,300 to $20,000 +. 4. The employment outlook is good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMME
CURRICULUM: 1. Have the students draw a map of Europe and locate separately areas captured during the following: First Coalition, Egyptian Exploration, Second Coalition and Third Coalition. 2. Have the students trace the movements of Napoleon during his Hundred Days. CAREER: 1. Ask a public health sanitarian to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8882 The Napoleonic Era CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 248 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Public Health Association 1790 Broadway New York, New York 10019 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Sanitarians	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RECREATION: THE CONGRESS OF VIENNA - Policy makers - Settlement - Enforcement	The student should be able to perform the following activities: 1. Name the five leaders at the Congress of Vienna. 2. List the geographic areas awarded to the following: Great Britian, Austria, Russia, Sweden, Holland and Sardinia. 3. In a two page paper, describe the method of enforcing the Congress of Vienna. 4. List and describe briefly the Congress system of conferences.	CONCEPT: The help of a translator is necessary when chief policy makers of several countries meet to reach an agreement. OBJECTIVE: The student should be able to name three different situations in which a translator would be necessary. Example: United Nations speech, etc.	TRANSLATOR: 1. A translator's job is to translate the spoken passages of a foreign language into another specified language. 2. There are usually no formal education requirements for a translator. It is, however, preferred to have some college background. A special requirement is that of having lived or traveled in foreign countries. 3. The average salary is from $5,500 to $7,500 yearly. A top-ranking conference translator makes about $15,000 yearly and a free-lance translator makes around $50 a day. 4. There are approximately 1500 translators with a great need for more.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMM
CURRICULUM: 1. Have the students draw a map of Europe and locate the areas awarded during the Congress of Vienna. 2. Have the students construct a chart of the balance of power after the Congress of Vienna. 3. Have the students construct a chart listing the contributions of the following: Holy Alliance, Quadruple Alliance, and Quintruple Alliance. CAREER: 1. Ask a translator to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 143 Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROMANTICISM - Literature - Painting - Architecture - Music - Religion - Philosophy	The student should be able to perform the following activities: 1. List five romantic novelists and give examples of their work. 2. In a one page paper, interpret two romantic poems. 3. List five artistic contributions from the romantic period. 4. In a two page paper, summarize the beliefs of George Hegel.	CONCEPT: Many great musicians came from this period. OBJECTIVE: The student should be able to list some advantages and disadvantages of being an instrumental musician.	INSTRUMENTAL MUSICIAN: 1. Instrumental musicians play one or more musical instruments. they may play solo or in an orchestra; band, or combo. 2. There are no definate educational requirements; however, music school is helpful. 3. Salaries vary greatly: players in big symphonies average $5,000 for a season; ensembles, $200 a concert; bands, $60 - $300 4. The competion in this field is great.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMME
CURRICULUM: 1. Have the students read and write reports on selected novels of this period. 2. Have the students interpret orally selected poems of this period. 3. Have the students listen to selected musical selections of this period. 4. Have the students identify styles of art of this period. CAREER: 1. Ask a musician to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 133 Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REVOLUTION OF THE 1820's - Spain - Italy - Greece - Russia	The student should be able to perform the following activities: 1. List the events which effected Spain and Italy during the 1820's. 2. In a two page paper summarize the Greek War of Independence. 3. List the events leading to the Decemberist Insurection.	CONCEPT: Helping in the Greek struggle for independence. Lord Byron died from malaria in Greece. OBJECTIVE: The student should be able to name three areas of specialization for sanitary engineers.	SANITARY ENGINEERS: 1. Sanitary engineers design, develo and administer systems and procedures to protect public heal in such areas as sewage and refuse disposal, control of air and water pollution, food sanitat insect and rodent control. 2. For jobs in this field, a college engineering degree is essential. 3. The salaries usually range from $7,000 to $15,000 +. 4. There is a shortage of people in this field. Employment opportuni are excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students debate the issues involved in the Spainsh Revolution from 1820-1823. 2. Have the students construct a chart comparing the situation in Spain to Greece in this period (1825). 3. Have the students debate the issues involved in the Decemerist Insurrection (1825). CAREER: 1. Ask a sanitary engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8324 Revolts and Reforms in Europe (1815-1848) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 250 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Public Health Association 1790 Broadway New York, New York 10019	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REVOLUTION OF 1830 - France - Belgium - Poland - Italy - Germany	The student should be able to perform the following activities: 1. List the events of the July Revolution in France. 2. In a one page paper, describe the Belgium fight for independence. 3. In a two page paper, compare the revolts in Poland (1830-31) and Italy (1831-35). 4. Identify Metternich.	CONCEPT: In Germany at this time there was a strict censorship of publications. OBJECTIVE: The student should be able to name three personal attributes necessary for a newspaper reporter.	REPORTERS: 1. Reporters gather information, take notes, write news stories, interview individuals, etc. 2. A college degree in journalism or liberal arts is preferred. 3. Salaries usually range from $5,200 to $16,000 yearly. The very top may make up to $100,000 yearly. 4. The employment outlook in this field is excellent.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMM
CURRICULUM: 1. Have the students debate the issues of the July Revolution. 2. Have the students draw a map of Europe and locate the military activity of the Belgium revolt. 3. Have the students role play Metternich. CAREER: 1. Ask a reporter to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8342 Revolts and Reforms in Europe (1815-1848) CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T-44 Reporter 2. School Counselor or Librarian: SRA Occupaaional Brief # 210 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Newspaper Guild 1126 16th Street, N.W. Washington, D.C. 20036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REVOLUTIONS OF 1848 - France - Italy - Austria - Germany	The student should be able to perform the following activities: 1. In a two page paper, summarize the revolution in France. 2. Identify Mazzini and Garibaldi. 3. List the effects on the Hapburg family of the revolts in Vienna, Bohemia and Hungary. 4. In a two page paper, summarize the revolt in Germany.	CONCEPT: Lamartire, a writer, was one of the leaders of the revolution in France. OBJECTIVE: The student should be able to list four areas of knowledge and ability in which a writer should be proficien. Examples: grammar, spelling, etc.	FREE-LANCE WRITERS: 1. A general educational background is an asset to any writer. A good knowledge of grammar, spelling, and typing are almost essential. 2. Earnings for free-lance writing are uncertain. 3. There are approximately 30,000 professional free-lance writers in the United States. The competition in this field is very keen.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMM
CURRICULUM: 1. Have the students role play an average French citizen in 1848. 2. Have the students construct a chart comparing the results of the revolts in 1848. 3. Have the students debate the issues in Germany in 1848. CAREER: 1. Ask a writer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8342 Revolts and Reforms in Europe (1815-1848) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #. 275 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Education Service Center, Region 20: 16mm film- 2351 The Story of a Writer	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE INDUSTRIAL REVOLUTION - Causes - Origin - Initial progress - Effect of transportation - Results	The student should be able to perform the following activities: 1. List five causes of the Industrial Revolution. 2. List four inventions in each of the following areas: cotton textile industry, coal, iron, steel, agriculture, and transportation. 3. In a two page paper, describe the spread of the Industrial Revolution throughout the world. 4. List five results of the Industrial Revolution.	CONCEPT: In 1815 in England, the first hard-surfaced "macadam" roads were constructed. OBJECTIVE: The student should be able to explain the type of work done by highway construction machinery operators.	HIGHWAY CONSTRUCTION MACHINERY OPERATORS: 1. Operators are usually identified according to the machine they work such as bulldozer operator, hoistman, etc. 2. High school graduates are usually preferred. 3. Salaries usually range from about $3.25 to $6.90 an hour. 4. Employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMM
CURRICULUM: 1. Have the students present oral reports on selected investors. 2. Have the students construct models of inventions of this period. 3. Have the students draw a map of the world and trace the spread of the Industrial Revolution. CAREER: 1. Ask a highway construction machinery operator to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2343 Industrial Revolution in England CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- MT-208 Your Future as a Construction Machinery Operator 2. School Counselor or Librarian: SRA Occupational Brief # 285 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Personnel and Training Division Federal Highway Administration Washington, D.C. 20591	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE GREAT ECONOMISTS Classical - Adam Smith - Thomas Malthus - David Ricardo Liberal - Jeremy Bentham - John Staurt Mill Utopian - Robert Owen - Saint Simon - Charles Fourier	The student should be able to perform the following activities: 1. List five characteristics of Adam Smith's Wealth of Nations. 2. In a two page paper, summarize the Malthusian Doctrine. 3. In a three page paper, compare the liberal economist to the Utopian Socialist.	CONCEPT: Thomas Malthus worked in the area of population statistics. OBJECTIVE: The student should be able to list and explain five reasons why this type of information is important. Examples: projected housing needs, etc.	DEMOGRAPHER: 1. A demographer is a sociologist who specializes in the study of population changes. 2. Usually the minimum requirement for a sociologist is a master's degree with a major in sociology. 3. In 1970, the eanings for sociologists was about $9,000 to $20,000 +. 4. The employment outlook in this profession is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students read biographies of economists. 2. Have the students read selected sections from Wealth of Nations by Smith and On Liberty by Mill. 3. Have the students construct a chart of the long range results of each economist. CAREER: 1. Ask a demographer to speak to the class.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: record with filmstrip- PR-734 Population Statistics (BB-70) PR-734 Population Trends (BB-71) 2. Education Service Center, Region 20: 16mm films- 8637 Population Ecology 2151 Population Ecology 2188 Standing Room Only 3. School Counselor or Librarian: SRA Occupational Brief # 367 Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POLITICAL THEORIES - Christian Socialism - Socialism of Karl Marx - Anarchism	The student should be able to perform the following activities: 1. In a one page paper, describe Christian Socialism. 2. List the major characteristics of Marx's <u>The Communist Manifesto</u> and <u>Das Kapital</u>. 3. List five characteristics of Marx's interpretation of history. 4. In a two page paper, summarize the theories on anarchism.	CONCEPT: Economics was an important part of these theories. OBJECTIVE: The student should be able to explain the type of work done by an industrial economist.	INDUSTRIAL ECONOMIST: 1. An industrial economist studies and analyzes economic factors involved in the production, distribution, and use of goods or services to insure maximum use of assets and to develop desirable markets. He examines methods of financing, production costs and techniques, and marketing policies to discover possible improvements.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMM
CURRICULUM: 1. Have the students read selections from: The Communist Manifesto and Das Kapital. 2. Have the students read selected biographies on political theorists of this period. 3. Have the students construct a chart comparing the beliefs of Marx to Bakunim. CAREER: 1. Ask an industrial economist to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles , p. 233 Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Economist	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GREAT BRITAIN: (to 1914) - The government (1815-1830) - Notable reform (1830-1846) - Disraeli - Gladstone - Ireland - Conservatives - Liberals (1905-1914)	The student should be able to perform the following activities: 1. List and describe briefly the activities carried out by the government of Great Britain from 1815 to 1830. 2. List eight reforms from 1830 to 1846. 3. List five achievements of Disraeli and Gladstone. 4. In a two page paper, discuss the Irish problem.	CONCEPT: In 1822, Robert Peel established an efficient metropolitan police force. The "Bobbies" were named after him. OBJECTIVE: The student should be able to list five duties and responsibilities of a policeman. Examples: patrol streets, investigate crimes, etc.	POLICEMAN: 1. In a small community, policemen handle many police duties. In la police departments, policemen are usually assigned to a specific du 2. Usually a high school diploma is required for this job. Local civ service regulations generally gov the appointments of policemen. Emphasis is placed on post-high school training and courses taken sociology, psychology, minority relations, and law enforcement. 3. In 1970, entrance salaries averag $8,500. 4. In 1970, there were 330,000 full-time policemen and policewomen in local police departments. The employment outlook in this field very favorable through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COM
CURRICULUM: 1. Have the students construct a chart of the legislation passed during this period. 2. Have the students read biographies of Disraeli and Gladstone. 3. Have the students debate the Irish question. CAREER: 1. Ask a policeman to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8695 United Kingdom of Great Britain CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 54 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Conference of Police Associations 1609 Kenny Drive Falls Church, Virginia 20040	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANCE (to 1940) - Bourbon restoration (1814-1830) - Orleanist rule - Second French Republic - Second French Empire - Third French Republic (1870-1940)	The student should be able to perform the following activities: 1. In a one page paper, describe the Second French Republic. 2. List the domestic reforms of the Second French Empire. 3. In a two page paper, describe the Third French Republic. 4. List and describe briefly the scandals of the Third French Republic.	CONCEPT: During the Second French Empire, Napoleon III had the city of Paris reconstructed into a magnificent tourist center. OBJECTIVE: List five types of responsibilities a travel agent might have. Examples: travel consultant, tour organizer, travel guide, etc.	TRAVEL AGENT: 1. Travel agents provide help for individuals or groups wishing to take trips. 2. A primary requirement is a sincere interest in travel. A knowledge of business and foreign language is helpful. College is also helpful but not required. 3. Earnings are derived from commissions. If an individual is a trainee employed by an agent, his salary in the 1970's was from $75 to $100 a week. 4. The employment outlook in this field is favorable.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
CURRICULUM: 1. Have the students draw a map of Europe and locate the areas of foreign involvement during the Second French Empire. 2. Have the students prepare oral reports on the scandals of the Third French Empire. 3. Have the students construct a chart comparing the accomplishments of the: Second French Republic, Second French Empire, and Third French Republic. CAREER: 1. Ask a travel agent to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #100 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Travel Agents 360 Lexington Avenue New York, New York 10017	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ITALY (to 1914) - Unification - Italy (1870-1914)	The student should be able to perform the following activities: 1. List the achievements leading to Italian unification. 2. In a two page paper, trace the political developments from 1870 to 1914. 3. List the areas of Africa taken over by Italy.	CONCEPT: The concentration of Italy's industry was in the north and was based on hydroelectric power. OBJECTIVE: The student should be able to explain the job responsibilities of a hydroelectric plant worker.	HYDROELECTRIC PLANT WORKERS: 1. A hydroelectric station operator controls electrical generating units and related mechanical and hydraulic equipment at hydroelectric-generating station. He operates switchboard and manually operated controls to control waterwheels, generators, and auxiliary hydroelectric-generating station equipment and distributes power output according to power demands.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
CURRICULUM: 1. Have the students locate on a map of Italy the areas taken in during unification. 2. Have the students construct a chart of the political structure of Italy (1870-1914). 3. Have the students on a map of Africa locate the areas taken by Italy (1889-1912). CAREER: 1. Ask a hydroelectric plant worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8418 The Unification of Italy CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GERMANY (to 1918) - Three wars 1864-1871 - The German Empire 1871-1918	The student should be able to perform the following activities: 1. In a one page paper, summarize each of the following: the Danish War, the Austro-Prussian War, and Franco-Prussian War. 2. List Bismarck's domestic policies. 3. In a two page paper, summarize the five German alliances begun by Bismarck. 4. List the industrial developments within the German Empire up to 1914.	CONCEPT: By 1914, Germany had developed an outstanding electronical industry. OBJECTIVE: The student should be able to list the job responsibilities of construction electricians.	CONSTRUCTION ELECTRICIANS: 1. Construction electricians install wiring, fixtures, and electrical equipment in buildings being built or remodeled. They install conduct, pull wire through, connect to components, and test. 2. The educational requirement is high school plus a four-year apprenticeship. 3. Salaries range from about $3.60 to $5.10 an hour. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students on a map of Europe locate the areas captured by Germany during the Danish War, Austro-Prussian War and Franco-Prussian War. 2. Have the students construct a chart of the governmental structure of the Second Reich. 3. Have the students read biographies of Bismarck. CAREER: 1. Ask an electrician to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 25 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Brotherhood of Electrical Workers 1200 Fifteenth Street, N.W. Washington, D.C. 20005 3. Harlandale Audio-Visual Center: cassette tape- Cas.T-26 Electrician	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AUSTRIA-HUNGARY (to 1914) - Dual-Monarchy - Subject nationalities - Foreign policy	The student should be able to perform the following activities: 1. In a two page paper, describe the dual monarchy of Austria-Hungary. 2. List the areas governed by the Germans and the Magyars. 3. In a two page paper, summarize the foreign policy of this period.	CONCEPT: Diplomats play an important part in the foreign policy of a nation. OBJECTIVE: The student should be able to list at least five characteristics necessary in order to be a successful diplomat. Example: tact, etc.	DIPLOMAT: 1. Standards for diplomats in the foreign service are high. An applicant must be between twenty-one and thirty-one years of age and have been an American citizen for at least ten years. He must take a difficult examination. The applicant must also have working knowledge of at least one foreign language. 2. Beginning foreign service officers earn from around $7,000 to $10,000 a year. Most officers earn from $11,000 to $28,000 a year. 3. Opportunities are excellent in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S [illegible]
CURRICULUM: 1. Have the students prepare reports on the cultures of each area dominated by the Germans and Magyars. 2. Have the students draw a map of Europe and locate the areas annexed during this period. 3. Have the students role play the conflicts faced by Franz Joseph. CAREER: 1. Ask a diplomat to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 4943 Austria, Past and Present CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 72 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United States Department of State Washington, D.C. 20520	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RUSSIA (1801-1917) - Alexander I (1801-1825) - Nicholas I (1825-1855) - Alexander II (1855-1881) - Alexander III (1881-1894) - Nicholas II (1894-1917)	The student should be able to perform the following activities: 1. List the results of the Treaty of Paris (1856). 2. In a three page paper, summarize the rule of Alexander II. 3. In a two page paper, describe the conflict between the Bolsheviks and Mensheviks. 4. List and briefly describe the three major events of the Revolution of 1917.	CONCEPT: It was during the reign of Nicholas I that Florence Nightingale pioneered in caring for the wounded in the war on the Crimean. OBJECTIVE: The student should be able to explain the duties of a practical nurse.	PRACTICAL NURSE: 1. A practical nurse takes the patient's temperature, pulse, rate, and blood pressure, changes dressings, keeps records, gives medication and injections, etc. 2. High school is desirable, then a twelve to eighteen month approved course. 3. Salaries begin at about $4,000. For private-duty, the pay is $12 to $16 a day. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Russia and locate the battles of the Crimean War. 2. Have the students prepare written reports on the czars of this period. 3. Have the students draw costumes appropriate to the rule of each czar. CAREER: 1. Ask a practical nurse to visit the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 119 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association for Practical Nurse Education and Service 1465 Broadway New York, New York 10036 3. Harlandale Audio-Visual Center: filmstrip- CC-47 Licensed Practical Nurse magnetic tape- MT-261 Your Future as a L.P.N.	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED STATES (to 1914) - Background - American Revolution - Establishing the Republic - Civil War - Reconstruction - Progressive movement - Immigration - Foreign Policy - The United States in 1914	The student should be able to perform the following activities: 1. In a two page paper, describe the colonial development of America to the American Revolution. 2. List the controversies which led to the American Revolution. 3. In a three page paper summarize the American Civil War. 4. List the foreign areas in which the United States became involved from 1893 to 1914.	CONCEPT: Politics has always played an integral part in the history of the United States. OBJECTIVE: The student should be able to list several jobs of political workers.	POLITICAL WORKERS: 1. Political workers hold a variety of jobs: election clerks, election judges, clerical workers, public relations people advertising men, speech writers, etc. 2. The more education one has the better off he is when applying for these jobs. 3. Salaries vary greatly: usually $7,000 to $40,000 yearly. 4. The competition is great in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COM
CURRICULUM: 1. Have the students draw a map of the United States and name and locate all the states. 2. Have the students role play the British and American prior to the American Revolution. 3. Have the students construct a chart showing the development of the political parties in the United States. 4. Have the students draw a map of the world and locate areas of United States involvement from 1793 to 1914. CAREER: 1. Ask a political worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8452 The White House Story, Part I 8453 The White House Story, Part II 8670 Background of the Civil War CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 163 Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LATIN AMERICA (to 1917) - Background - Wars for Independance - Post-Independence - Economy	The student should be able to perform the following activities: 1. List and briefly describe the racial composition of South America. 2. List five causes of the Wars of Independence. 3. In a one page paper briefly describe the movements toward independence in Haiti, Spanish South America, Brazil and Mexico.	CONCEPT: The export of petroleum is a primary source of income for some Latin American countries. OBJECTIVE: The student should be able to explain the type of work done by petroleum refinery workers.	PETROLEUM REFINERY WORKERS: 1. There are a number of petroleum refinery workers: stillmen, treaters, gaugers, still firemen, pumpmen, chemists, engineers, etc. 2. Refineries usually require their trainees to be high school graduates. 3. Salaries range from about $3.45 to $3.91 an hour. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COM
CURRICULUM: 1. Have the students on a map of South and Central America locate the countries. 2. Have the students draw costumes of this period. 3. Have the students role play the controversies between the colonial powers and the colonies. 4. Have the students on a map of Central America locate the areas of United States intervention (1906-1917). CAREER: 1. Ask a petroleum refinery worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: [illegible] [illegible] Latin America, Part II, Introduction, History, Economy, and Politics 4077 Bolivia - South American Liberator CAREER: 1. School Counselor or Librarian: SAA Occupational Brief # 196 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Oil, Chemical, and Atomic Workers International Union P.O. Box [illegible] Denver, Colorado 80201	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE BRITISH DOMINIONS (to 1914) - Canada - Australia - New Zealand - Union of South Africa	The student should be able to perform the following activities: 1. In a two page paper, summarize the development of Canada. 2. In a two page paper, describe the development of Australia and New Zealand. 3. List the characteristics of the colonial government in South Africa.	CONCEPT: The production of dairy products is an important part of New Zealand's activity. OBJECTIVE: The student should be able to name some of the jobs of dairy industry workers.	DAIRY INDUSTRY WORKERS: 1. A variety of jobs make up the dairy industry: dairy farmers, milk inspectors, receiving men, filter-operators, circulating men, etc. 2. No specific educational requirements are usually necessary. 3. Salaries usually range from $135.26 to $166.50 weekly. 4. Employment opportunities are only fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the world and locate areas of major British colonialism. 2. Have the students draw examples of the clothing worn in each colony. 3. Have the students construct a map-chart showing the materials traded between Britian and her dominions. CAREER: 1. Ask a dairy industry worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 9095 United Kingdom of Great Britain 2. San Antonio Public Library: 16mm film- Amazing New Zealand CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 262 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Milk Industry Foundation 910 Seventeenth Street, N.W. Washington, D.C. 20006	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DARWIN: THEORY OF EVOLUTION - Charles Darwin - Exposition Doctrine - Theory of Evolution - Effects	The student should be able to perform the following activities: 1. In a two page paper, describe the life of Charles Darwin. 2. List five principles of the Theory of Evolution. 3. List and briefly describe the effects of Darwin's works.	CONCEPT: A geneticist studies the areas in which Darwin did his research. OBJECTIVE: The student should be able to explain the type of work done by a geneticist.	GENETICIST: 1. Geneticists explore the origin, transmission and development of hereditary characteristics and theoretical geneticists search for the mechanisms that determine inherited traits in plants, animals, or humans. 2. An advanced degree is necessary for those intering this field. 3. Salaries range from about $6,548 to $14,129. 4. Employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students on a map of the Caribbean locate the areas where Darwin did his research. 2. Have the students read select sections of Darwin's books *On the Origin of Species* and *The Descent of Man*. 3. Have the students prepare oral reports on the effects of Darwin's theories. CAREER: 1. Ask a geneticist to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: *Dictionary of Occupational Titles* *Occupational Outlook Handbook* 2. Write to: American Institute of Biological Sciences 3900 Wisconsin Avenue, N.W. Washington, D.C. 20016	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FREUD: PSYCHOLOGIST - Sigmund Freud - Concept of personality - Effects	The student should be able to perform the following activities: 1. In a two page paper, describe the life of Freud. 2. List four publications by Freud. 3. List and briefly describe six Freudian concepts of personality. 4. List three effects of Freud's work.	CONCEPT: Many advancements have been made in recent years in the fields of psychology and psychiatry. OBJECTIVE: The student should be able to explain the type of work done by psychiatrists.	PSYCHIATRISTS: 1. Psychiatrists use psychotherapy electroconvulsive therapy, and drugs such as tranquilizers to prevent, diagnose, interpret, and treat mental and emotional illness. 2. The educational requirements are extensive: college degree plus four years of medical school, one year of internship, and then five years of residency. 3. Salaries vary greatly: usually $12,000 to $28,000, less for interns and residents. 4. The employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies on Freud. 2. Have the students present oral reports on selected areas of Freud's work. 3. Have the students debate the value of the id, ego, and superego. CAREER: 1. Ask a psychiatrist to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 247 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Psychoanalytic Association 1 East 57th Street New York, New York 10022	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EINSTEIN: RELATIVITY - Albert Einstein - Principles of relativity - Effects	The student should be able to perform the following activities: 1. In a three page paper, describe the life of Albert Einstein. 2. In a two page paper, discuss Einstein's principles of relativity. 3. List four effects of Einstein's work.	CONCEPT: As early as 1905, Albert Einstein stated that the use of atomic energy was possible. OBJECTIVE: The student should be able to name at least two job responsibilities of atomic energy technicians.	ATOMIC ENERGY TECHNICIANS: 1. Atomic energy technicians operate nuclear reactors, particle accelerators, X-ray machines, and slave manipulators. They also monitor work areas and equipment to detect radiation, decontaminate, and dispose of radioactive waste. 2. A high school education plus either some college, trade or technical school, or on-the-job training is necessary. 3. The salaries range from $3,900 to $7,800 yearly. 4. The demand for atomic energy technicians is increasing rapidly.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies on Einstein. 2. Have the students debate the effects on the world of Einstein's discoveries. CAREER: 1. Ask an atomic energy technician to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SEA Occupational Brief # 315 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United States Energy Commission Division of Labor Relations Washington, D.C. 20545	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OTHER CONTRIBUTIONS TO THE INTELLECTUAL REVOLUTION - Biology - Psychology - Medicine - Physics - Philosophy - History - Literature - Painting - Sculpture - Architecture - Music	The student should be able to perform the following activities: 1. Name and identify six scientists and their contributions. 2. Select a philosopher of this period and in a one page paper describe his work. 3. Select one author from the following list and describe his work in a two page paper: Transitional, Realism, and Naturalism. 4. Name and identify six artists and list their contributions.	CONCEPT: Heinrich Herty discovered and demonstrated electromagnetic waves with the first crude radio set which later led to the invention of wireless telegraphy. OBJECTIVE: The student should be able to explain the type of work done by teletypists.	TELETYPE OPERATORS: 1. Teletype operators send and receive messages on high-speed electronic machines similar to electric typewriters. 2. High school graduation is usually required. 3. Salaries range from about $3,600 to $5,500 4. The future is bright for teletype operators.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare oral reports on selected scientists of this period. 2. Have the students read selected novels of this period. 3. Have the students examine and identify selected paintings of this period. 4. Have the students listen to and interpret musical selections of this period. CAREER: 1. Ask a teletype operator to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SBA Occupational Brief # 261 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Communications Workers of America 1800 Adams Mill Road, N.W. Washington, D.C. 20001	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ASIAN IMPERIALISM - India - China - Japan - Southeast Asia - Malaysia	The student should be able to perform the following activities: 1. In a two page paper, describe India during this period. 2. List the areas gained and lost by China during this period. 3. In a two page paper, summarize the events in each of the following: Japan, Southeast Asia, and Malaysia.	CONCEPT: Wars stimulated the expansion of industry and Japan emerged as an industrialized nation during this time. OBJECTIVE: The student should be able to name some of the job responsibilities of industrial designers	INDUSTRIAL DESIGNER: 1. Industrial designers design products at a competitive price. They study the development of the product, competing designs, use, cost, durability, etc. 2. Usually three to five years of industrial design in an art school, university of technical college is required. 3. Salaries usually range from $5,200 to $.2,000. A few make as much as $200,000. 4. The employment outlook is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
CURRICULUM: 1. Have the students draw a map of Asia and locate the areas discussed in this concept. 2. Have the students role play life in each area during this period. 3. Have the students compare drawings of clothing worn in each area. CAREER: 1. Ask an industrial designer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8193 Imperialism and European Expansion CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 7 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Industrial Designers Society of America 60 West 55th Street New York, New York 10019	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AFRICAN IMPERIALISM - Background - British rule - French rule - German rule - Belgian rule - Italian rule - Spanish rule	The student should be able to perform the following activities: 1. In a two page paper, summarize British rule in Africa. 2. List the areas of Africa controlled by France. 3. Compare in a two page paper the rule of the following countries: Germany, Belgium, Italy, and Spain.	CONCEPT: Cecil Rhodes, of Britain who established Rhodesia, founded the famous Rhodes Scholarships. OBJECTIVE: The student should be able to explain the type of work done by school counselors.	SCHOOL COUNSELOR: 1. Counselors help students make educational, vocational, personal plans and adjustments. They interview students, give and interpret tests, conduct group guidance sessions. 2. Usually a master's degree in guidance is necessary. 3. Salaries usually range from $4,000 to $10,000. 4. The demand for counselors is increasing.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Africa and locate the areas of European dominance. 2. Have the students construct a chart comparing the rule of each European country.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 6193 Imperialism and European Expansion	
CAREER: 1. Ask a school counselor to speak to the class about his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 244 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American School Counselor Association 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EUROPEAN IMPERIALISM - Motives - Colonial policy - Types of control - Colonial empire - Results	The student should be able to perform the following activities: 1. List five motives of European imperialism in Africa. 2. Summarize in a two page paper colonial policy in Africa. 3. List and describe briefly the types of control used by the colonizers. 4. List three results of European imperialism.	CONCEPT: Improved public health conditions were made available to the natives as a result of European imperialism. OBJECTIVE: The student should be able to list some special qualities needed in order to be a nurse.	PUBLIC HEALTH NURSES: 1. Public health nurses care for patients in clinics or in their homes. They give first-aid treatment or periodic nursing care, work out diet plans for patients or families, arrange for immunizations. 2. A bachelor's degree in nursing is necessary. 3. Salaries ususaly range from $6,400 to $10,000 +. 4. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare group reports on colonial policies of each European country. 2. Have the students construct a chart ranking colonial powers according to the number of colonies and area each ruled. 3. Have the students prepare a chart showing the improvements each European country made to the areas they governed. CAREER: 1. Ask a public health nurse to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8103 Imperialism and European Expansion CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 304 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Nurses' Association 10 Columbus Circle New York, New York 10019	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WORLD WAR I - Background - Causes - Highlights of World War I - Peace settlement - Results	The student should be able to perform the following activities: 1. List and briefly describe the causes of World War I. 2. List the sequence of events leading to World War I. 3. In a three page paper, summarize World War I. 4. List the results of the war.	CONCEPT: A Committee on Public Information was organized in the United States to gain support for the war effort through lectures, pamphlets, press releases, etc. Today businesses have public relations workers to perform the same type of work. OBJECTIVE: The student should be able to name at least four ways the public relations worker performs his duties.	PUBLIC RELATIONS WORKERS: 1. Public relations workers plan and prepare activities and communications to promote public opinion favorable to the employer or client. 2. Most employers require a college degree. It is preferable that the major be in public relations, journalism, liberal arts, or business. 3. The salaries range from $6,000 to $25,000 + yearly. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a time-line of events of World War I. 2. Have the students construct a map showing the areas controlled by each side during World War I. 3. Have the students debate the areas of controversy at the end of World War I.	CURRICULUM: 1. Education Service Center, Region 20: 16mm Films- 8461 World War I - The Background 8462 World War I - The War Years 4670 World War I - Building the Peace 2375 Aftermath of World War I 2. Harlandale Audio-Visual Center: 16mm film- 16-492 World War I - The War Years	
CAREER: 1. Ask a public relations worker to speak to the class.	CAREER: 1. School Counselor or Librarian: SPA Occupational Brief # 77 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Public Relations Society of America, Inc. 845 Third Avenue New York, New York 10022	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REVOLUTION OF RUSSIA - The March Revolution - Bolshevik Revolution	The student should be able to perform the following activities: 1. List the events leading to the Bolshevik Revolution. 2. In a three page paper summarize the Bolshevik Revolution. 3. Identify the following men: Lenin, Kerensky, and Trosky.	CONCEPT: As part of the beginnings of the March Revolution, there were strikes by the factory workers. OBJECTIVE: The student should be able to discuss and explain the importance of having factory inspectors.	FACTORY INSPECTORS: 1. Factory inspectors check measurements performance, and quality of manufactured or proposed items. 2. A high school diploma is preferred. It is necessary to have on-the-job training. 3. Salaries range from about $2.00 to $4.00 per hour. 4. There are about 575,000 people in this job in the United States. About fourty percent of these are women. 5. Opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play the major characters of the Revolution. 2. Have the students read biographies of significant characters in the Revolution. CAREER: 1. Ask a factory inspector to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: Vertical File The Russian Revolution CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 327 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Bureau of Apprenticeship United States Department of Labor and Training 1730 M Street, N.W. Washington, D.C. 20036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RISE OF COMMUNIST RUSSIA - Treaty of Brest-Litovsk - The Great Civil War (1819-1820) - Soviet Union - Death of Lenin - Soviet Union as a major power	The student should be able to perform the following activities: 1. List the provisions of the Treaty of Brest-Litovsk. 2. List the characteristics of the N.E.P. (1921-28). 3. In a three page paper, describe the struggle for power after the death of Lenin. 4. List the developments directed by Stalin on the following areas: industry, agriculture, purges, (1930's), and foreign policy.	CONCEPT: As part of the New Economic Policy (1921-1928), transportation activities remained under state control. OBJECTIVE: The student should be able to explain the type of work done by an air traffic controller.	AIR TRAFFIC CONTROLLER: 1. Air traffic controllers give instructions, advice, and information to pilots concerning takeoff, landing, weather and flight conditions, etc. 2. High school graduation is usually required. 3. Salaries range from $5,500 to $13,000 +. 4. The competition is great and not many openings.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare written reports on Russian leaders of this period. 2. Have the students build a model of a Russian collective farm. 3. Have the students locate on a map of Russia the areas which were purged during the 1930's.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2137 Stalin 2346 Soviet Challenge, The Industrial Revolution in Russia	
CAREER: 1. Ask an air traffic controller to speak to the class.	CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Air Traffic Controller 2. School Counselor or Librarian: SRA Occupational Brief # 345 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Air Traffic Control Association 525 School Street, N.W. Washington, D.C. 20024	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RISE OF FASCIST ITALY - Fascism - Postwar discontent - Benito Mussolini - The Fascist regime	The student should be able to perform the following activities: 1. List the characteristics of Fascism. 2. In a two page paper, summarize the discontent in Italy after World War I. 3. Identify Benito Mussolini. 4. In a three page paper, describe Mussolini's Fascist regime in Italy.	CONCEPT: One feature of Fascism was the use of an elaborate propaganda machine to obtain and insure the support of the masses through the intensive use of mass media. This, of course, was with complete censorship. OBJECTIVE: The student should be able to name some special qualities needed by an announcer.	RADIO AND TELEVISION ANNOUNCERS: 1. Announcers introduce programs, read commercials and news reports, hold interviews, describe sports events, introduce musical selections, etc. 2. A high school dipolma is required. 3. Salaries vary greatly: usually $4,000 to $15,000 +. 4. The competition is keen in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing Fascism to Communism. 2. Have the students read biographies of Mussolini. 3. Have the students role play life in Italy under Mussolini. CAREER: 1. Ask a radio or television announcer to speak to the class.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Radio-T.V. Announcer cassette tape- Cas.T-31 Radio Broadcaster 2. School Counselor or Librarian: SRA Occupational Brief # 230 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: National Association of Broadcasters 1771 N Street, N.W. Washington, D.C. 20036	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RISE OF NAZI GERMANY - Weimar Republic - Adolf Hitler - Rise to power - Third Reich	The student should be able to perform the following activities: 1. In a three page paper, summarize the Weimar Republic. 2. List the steps Hitler used to rise to power. 3. In a one page paper, summarize each of the following areas of the Third Reich: political, economic, social, religious, and	CONCEPT: To compensate for lost coal reserves, the German energetically developed electricity as a means of power. OBJECTIVE: The student should be able to name some of the job responsibilities of electrical engineers.	ELECTRICAL ENGINEERS: 1. Electrical engineers design, develop and supervise the production and operation of electrical and electronic equipment. 2. A college degree is required. 3. Salaries range from $7,500 to $20,000 +. 4. There is a demand for electrical engineers.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMEN
CURRICULUM: 1. Have the students read biographies of Adolf Hitler. 2. Have the students construct a chart of Hitler's attitudes toward different segments of German society. 3. Have the students debate the following topic: Germany needed Adolf Hitler. CAREER: 1. Ask an electrical engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2393 The Twisted Cross 2074 Hitler, Part I 2075 Hitler, Part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 3 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Institute of Electrical and Electronics Engineers 345 East 47th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GREAT BRITAIN: BETWEEN TWO WORLD WARS - Domestic highlights - The Irish question - Foreign policy	The student should be able to perform the following activities: 1. List and describe briefly Britan's highlights between World War I and II. 2. In a two page paper, summarize the Irish question. 3. In a two page paper, describe Neville Chamberlain's Five Year Plan.	CONCEPT: In Ireland, De Valem was imprisoned because of the activities of his rebel army. OBJECTIVE: The student should be able to name some special qualities needed by probation and parole workers.	PROBATION AND PAROLE WORKERS: 1. Probation and parole workers assist probationers, parolees, and juvenile offenders in readjustment to society. 2. A bachelor's degree in a social science is required. 3. Salaries range from $6,000 to $25,000. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the Irish question. 2. Have the students debate appeasement as an alternative to war. 3. Have the students construct a chart comparing the British and German military position in 1940.	CURRICULUM:	
	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 289 Dictionary of Occupational Titles Occupational Outlook Handbook	
CAREER: 1. Ask a probation or parole worker to speak to the class.	2. Write to: American Correctional Association P.O. Box 10176, Woodridge Station Washington, D.C. 20018	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANCE: BETWEEN TWO WORLD WARS - Domestic highlights - Foreign policy	The student should be able to perform the following activities: 1. In a two page paper, summarize French domestic highlights. 2. List the problems faced by France. 3. List six military alliances France joined by 1935.	CONCEPT: The "popular front" (1936-1938) began the nationalization of the munitions industry. OBJECTIVE: The student should be able to explain the type of work done by a munitions handler.	MUNITIONS HANDLER: 1. A munitions handler loads, unloads, and stores ammunition and ammunition components in magazines. He moves materials between magazines. He secures cargoes in carriers by using stays and blocks. He also inspects packaging and materials.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing Left and Center within the French Government. 2. Have the students draw a map of Europe and locate the countries with whom France was allied. 3. Have the students draw a map of France and locate the defenses against Germany. Example: Maginot Line. CAREER: 1. Ask a munitions handler to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED STATES: BETWEEN TWO WORLD WARS - "Return to normality" - The great depression - F.D.R. and the "New Deal" - Roosevelt's foreign policy	The student should be able to perform the following activities: 1. In a one page paper each, describe each of the following (1919-29): Constitutional Amendments, Harding administration, Coolidge administration, Jazz Age, Scopes trial, technological advances, and foreign ploicy. 2. In a two page paper, describe the Depression from 1929 to 1933. 3. List the acts of F.D.R. leading toward recovery.	CONCEPT: Part of the "New Deal" was a conservation program. Soil conservation is a primary concern of soil scientists. OBJECTIVE: The student should be able to name at least two job responsibilities of soil scientists.	SOIL SCIENTISTS: 1. Soil scientists apply scientific knowledge and methods to soil management. They also develop new breeds of fertilizers and new conservation practices. 2. A bachelor's degree is the minimum education requirement for a soil scientist. 3. The starting salary is usually around $6,500. Top men in the field can earn $15,000 +. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare reports on eras of importance from 1919 to 1933. 2. Have the students prepare oral reports on selected acts passed during the 1930's. 3. Have the students read biographies on selected individuals from 1919 to 1940. CAREER: 1. Ask a soil scientist to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8891 Failure of American Neutrality (1933-1939) 8416 29 Boom and 30's Depression 2376 The Bank Holiday Crisis of 1933 2099 Life in the 30's, Part I CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 220 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Soil Science Society of America 677 South Segoe Road Madison, Wisconsin 53711	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LATIN AMERICA: BETWEEN TWO WORLD WARS - South America - Mexico - Central America - Caribbean	The student should be able to perform the following activities: 1. List five South American countries and describe briefly the developments of each. 2. Summarize in a two page paper the developments in Central America. 3. Compare the developments in the following countries: Cuba, Haiti, and the Dominican Republic.	CONCEPT: Bananas is one of the main crops of Central America. OBJECTIVE: The student should be able to name the areas of the United States where fruit is grown.	FRUIT GROWERS: 1. Fruit growers must perform a variety of tasks: plowing, planting, pruning, harvesting, marketing, etc. 2. In order to come out ahead, the fruit grower needs to take in at least $15,000 a year. One-third of this is then left over for himself and his family. 3. There has been a decline in the number of fruit growers in recent years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of South and Central America and locate the countries. 2. Have the students prepare oral reports on one of the countries in this unit.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- Mi46 Big Three of Latin America	
CAREER: 1. Ask a fruit grower to speak to the class about his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 44 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Fresh Fruit and Vegetable Association 777 14th Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ROAD TO WORLD WAR II - Failure of collective security - Aggression	The student should be able to perform the following activities: 1. List three reasons for the failure of collective security under the League of Nations. 2. List and describe briefly the areas of aggression from 1931 to 1939. 3. Summarize in a one page paper the developments after the Munich Conference of 1930.	CONCEPT: The axis nations spent much money devising new battle techniques. Industrial chemical manufacture workers were important in this work. OBJECTIVE: The student should be able to name at least two jobs of industrial chemical manufacturing workers.	INDUSTRIAL CHEMICAL MANUFACTURING WORKERS: 1. There are many industrial chemical manufacturing workers: chemical operators, grinders, autoclane operators, evaporator men, filters, driers, mixers, pipefilters, carpenters, lead burners, instrument repairmen, etc. 2. A high school diploma is usually required. 3. In 1965 the average salary was $135.66 a week. 4. Employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Europe and North Africa and locate the areas of aggression from 1931 to 1939. 2. Have the students draw a map of Europe and show the expansion of Germany under Hitler to 1940. 3. Have the students role play the British position at the Munich Conference of 1938. CAREER: 1. Ask an industrial chemical manufacturing worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8463 World War II, Background and Causes 2. Harlandale Audio-Visual Center: 16mm film- 16-428 World War II, Background and Causes CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 224 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Manufacturing Chemists' Association, Inc. 1825 Connecticut Avenue, N.W. Washington, D.C. 20009	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
COURSE OF THE WAR - Nazi "Blitzkrieg" - United States becomes involved - The Belligerents - Japanese "Blitzkrieg" - Defeat of the axis - Defeat of Japan - Allied conferences - The peace settlement	The student should be able to perform the following activities: 1. In a three page paper, compare the German and Japanese "Blitzkrieg." 2. In a two page paper, describe United States involvement in the war from 1939 to 1941. 3. Compare and contrast in a three page paper the defeat of Germany and Japan. 4. List the results of the seven conferences after World War II.	CONCEPT: When the natural rubber supply from Southeast Asia was cut off from the United States, scientists developed synthetic rubber. The rubber industry is an important industry. OBJECTIVE: The student should be able to name at least three important uses of rubber in the United States today. Examples: tires, conveyor belts, etc.	RUBBER INDUSTRY WORKERS: 1. Some of the production workers involved in the manufacture of rubber products are plasticizing-machine operators, pressmen, assemblers, hand and machene trimmers, packers, inspectors, etc. 2. Workers with at least a high school education are preferred by most rubber companies. 3. The salaries in 1966 ranged from about $2.64 to $3.76 an hour. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the world and locate areas controlled by Germany and Japan in 1943. 2. Have the students read biographies of significant leaders of this period. 3. Have the students prepare a time-line comparing the developments of the war in Europe and the Pacific.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8464 World War II - 1839-1941 8465 World War II - 1942-1945 2393 Hitler, Part I 2. Harlandale Audio-Visual Center: 16mm films- 16-494 World War II, 1942-1945 16-493 World War II, 1931-1941 3. San Antonio Public Library: 16mm film- America at War, 1941-1945	
CAREER: 1. Ask a rubber industry worker to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 129 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NEW NATIONS GAIN THEIR INDEPENDANCE - Africa - Middle East - Economic problems - Political instability - Social conflict - Foreign threats	The student should be able to perform the following activities: 1. List five countries in the following areas who gained their independence after World War II: Asia, Africa, and the Middle East. 2. In a three page paper, describe the problems the emerging nations faced. 3. List the foreign threats which faced the countries in the following areas: Asia, Africa, and the Middle East.	CONCEPT: These new nations lacked an adequate force of trained technicians and professionals, especially in the area of medicine. OBJECTIVE: The student should be able to name some high school courses helpful to a medical laboratory assistant.	MEDICAL LABORATORY ASSISTANTS AND TECHNICIANS: 1. Medical laboratory assistants and technicians perform checks, counts, analysis, and other laboratory procedures in bacteriology, blood banking, chemistry, hematology, parasitology, serology, and urinalysis. 2. A high school diploma plus two years of additional training is necessary. 3. Salaries range from $3,500 to $6,500 yearly. 4. The opportunities in this field are almost unlimited.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw maps of Asia, Africa, and the Middle East and locate the countries which gained their independence from 1946 to 1967. 2. Have the students select one country and prepare a five minute oral report on it. 3. Have the students debate the following topic: The emerging nations of the world have not been prepared for their big step. CAREER: 1. Ask a medical laboratory assistant or technician to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4245 The Hindu World 2383 Gandhi 8752 Nigeria, Problems of Nation Building CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Medical Laboratory Worker record with filmstrip- P.R.-699 (AA-43) Medical Lab Assistant 2. School Counselor or Librarian: SRA Occupational Brief # 382 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Society of Medical Technologists Hermann Professional Building Houston, Texas 77025	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RISE OF COMMUNIST CHINA - Background - Nationalists versus Communists (1945-1949) - The Communist Regime (1949-)	**The student should be able to perform the following activities:** 1. List the significant events in the political life of Chiang Kai-Shek. 2. In a two page paper, describe the Civil War between the Nationalists and Communists (1945-49). 3. List the characteristics of each of the following under the Communist Regime: agriculture, industry, and political control. 4. In a two page paper, describe China's foreign policy since 1949.	CONCEPT: Part of the "five year plan" was to industrialize China. OBJECTIVE: The student should be able to name three changes in industrial machinery since 1900.	INDUSTRIAL MACHINERY REPAIRMAN: 1. Basically, the repairman's job is to keep machinery and equipment in operating condition. 2. The most important qualification for the job of machine repairman is mechanical aptitude. The more responsible and better-paying jobs require a good grasp of math, English, and physics. To qualify as an apprentice, it is necessary to have a high school diploma, be at least eighteen years of age, and be in good health. 3. In 1968, hourly wages ranged from about $2.65 to $4.22. In 1970 the range was usually from $3.27 to $5.02 per hour. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies of significant Chinese leaders. 2. Have the students construct a chart comparing the advantages and disadvantages of each side in the Chinese Civil War. 3. Have the students role play the American position during the Chinese Civil War. CAREER: 1. Ask an industrial machinery repairman to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8060 China - The Awakening Giant 8062 China - The Old and the New 2108 Mao Tse-Tung 2. San Antonio Public Library: 16mm films- Communist China Thunder Out of Asia Turmoil in Communist China 3. Harlandale Audio-Visual Center: 16mm films- 16-524 China, 1932-1945 16-524 Communist China CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 152 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Industrial Machinery Repairmen	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED NATIONS - Origins - Structure - Effectiveness - Problems - Future	The student should be able to perform the following activities: 1. List the steps leading to the formation of the United Nations. 2. In a two page paper, compare the functions of the General Assembly to the Security Council. 3. List and identify six special agencies of the United Nations. 4. List five failures of the United Nations.	CONCEPT: The United Nations has special agencies dealing with the nutritional needs of people of the world. Dietitians are an integral part of these agencies OBJECTIVE: The student should be able to name at least four jobs in which dietitians are needed.	DIETITIAN (DIETICIAN): 1. Dietitians plan diets and menus, supervise food preparation and service, manage and administer food-service activities, etc. 2. A college degree in nutrution or institution management is usually necessary. 3. Salaries usually range from $6,000 to $15,000 +. 4. The employment outlook in this field is excellent. There is a need for about 2000 new graduates a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the world and locate the countries which are not members of the United Nations. 2. Have the students debate the effectiveness of the United Nations in maintaining world peace. 3. Have the students construct a chart of the structure of the United Nations. CAREER: 1. Ask a dietitian to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2135 2135 Not So Long Ago, Part II 2. San Antonio Public Library: 16mm films- Highlights of the U.N. Year, 1948 Highlights of the U.N. Year, 1950 Pattern for Peace People's Charter The First Twenty-five Years The Microstates The United Nations The United Nations in Crisis 3. Harlandale Audio-Visual Center: 16mm film- 16-455 United Nations, Organization for Peace filmstrip- F-95 Visiting the U.N. School CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 71 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- T-37 Dietitian magnetic tape- Mag.T. Dieticians	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE COLD WAR - Causes - Weapons - Philosophy - Today	The student should be able to perform the following activities: 1. List five basic causes of the Cold War. 2. List representative weapons of the Cold War. 3. In a one page paper, summarize the philosophy of the Cold War. 4. In a two page paper, hypothesize what the future holds for the Cold versus Hot War.	CONCEPT: The cold war brought on great scientific competition. Many opportunities became available for aerospace industries manufacturing workers. Objective: The student should be able to name two aerospace industries. Examples: aircraft, space, etc.	AEROSPACE INDUSTRIES MANUFACTURING WORKERS: 1. The majority of jobs in the aerospace industry fall into four major groups: sheet metal work; assembly and installation; toolmaking and machining; and inspecting and testing. 2. Educational requirements vary according to the job, size of the plant, etc. Most plants have on-the-job training programs. 3. In 1968, the average salary for aerospace industries manufacturing workers was $153 a week. 4. The occupational outlook is fairly good in some of the aerospace industries.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the world the major competing blocks in the Cold War. 2. Have the students construct models of modern military weapons. 3. Have the students debate Cold versus Hot War in the world. CAREER: 1. Ask an aerospace industries manufacturing worker to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2002 Aftermath of World War II - Prologue to the Cold War 2. San Antonio Public Library: 16mm film- Newsparade of the Year 1949 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 81 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Aerospace Education Council 815 15th Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE KOREAN WAR - Background - Invasion of South Korea - Military activity - Truce agreement	The student should be able to perform the following activities: 1. In a two page paper, summarize the origins of United States involvement in Korea. 2. Contrast briefly the controversy between General Douglas MacArthur and President Harry Truman. 3. List five results of the Korean War.	CONCEPT: Interpreters are an important part of conferences set up to reach truce agreements. OBJECTIVE: The student should be able to name four different situations in which an interpreter would be necessary. Example: in a United Nations speech.	INTERPRETER: 1. An interpreter's job is to translate the spoken passages of a foreign language into another specified language. 2. There are no formal educational requirements for an interpreter since this is a relatively new profession. It is, however, preferable that he have some college background. A special requirement is that of having lived or traveled in foreign countries. 3. The average salary is from $5,500 to $7,500. A top ranking conference interpreter makes about $15,000. A free-lance interpreter makes around $50 a day. 4. There are approximately 1500 interpreters with a need for more.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Korea and locate the troop movements. 2. Have the students read selected biographies of leaders of this period Examples: Truman, MacArthur, etc.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2135 Not So Long Ago, Part II 2. San Antonio Public Library: 16mm films- Newsparade of the Year 1950 South Korea	
CAREER: 1. Ask an interpreter to speak to the class about his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 143 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: The Language Service 141 East 44th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ARAB-ISREALI WAR - Isreali independence - Suez Canal crisis - Six-Day War (1967)	The student should be able to perform the following activities: 1. List the steps leading to the Six Day War. 2. List the results of the Six Day War. 3. In a three page paper, summarize Israel's development since 1948.	CONCEPT: In accordance with an Anglo-Egyptian agreement of 1954, the last British troops stationed to guard the Suez Canal (through which most of the oil used by Europe passed) were evacuated in June, 1956. OBJECTIVE: The student should be able to explain the type of work done by petroleum engineers.	PETROLEUM ENGINEERS: 1. Petroleum engineers plan and supervise the drilling for oil and natural gas. They help prepare the drilling site, select the method of drilling, direct worker's, etc. 2. A bachelor's degree is the minimum requirement, preferably in petroleum engineering. 3. Salaries usually range from $6,500 to $18,000. 4. The employment outlook is only fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Middle East and locate Isreal and its capital. 2. Have the students role play the problems between Isreal and her neighbors.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8909 Israel - A Nation is Born 2207 The Upsurge of Nationalism 8908 Egypt - Land of the Nile 2. San Antonio Public Library: 16mm film- War in the Middle East	
CAREER: 1. Ask a petroleum engineer to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 208 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Petroleum Institute 1271 Avenue of the Americas New York, New York 10020	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE WAR IN VIETNAM - Background - Downfall of Diem - Escalation of the war - Peace agreement - Recent developments	The student should be able to perform the following activities: 1. In a three page paper, summarize the development of hostilities in Southeast Asia. 2. Explain briefly the Gulf of Tonkin Resolution. 3. List the characteristics of the Peace Treaty of 1973.	CONCEPT: The Vietnam War has left many young men with severe disabilities. There is a great need for rehabilitation counselors to help these men lead active and productive lives. OBJECTIVE: The student should be able to name two job responsibilities of a rehabilitation counselor.	REHABILITATION COUNSELOR: 1. The rehabilitation counselor helps his client adjust physically, mentally, and socially. Job counseling is one of the primary jobs of a rehabilitation counselor. 2. Usually a master's degree in vocational counseling, psychology, or a related field is required. 3. A rehabilitation counselor with a master's degree usually has a starting salary of about $8,000. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Asia and locate the competing forces in Vietnam. 2. Have the students construct a time-line of the events in Southeast Asia. 3. Have the students debate United States involvement in Southeast Asia. CAREER: 1. Ask a rehabilitation counselor to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Guardian at the Gate Vietnam Report, 1966 Vietnam - Why? 2. Harlandale Audio-Visual Center: filmstrip with record- M-64 Introduction to Vietnam w/r PR-218 CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Rehabilitation Counselors 1. School Counselor or Librarian: SRA Occupational Brief # 140 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Rehabilitation Counseling Association 1605 New Hampshire Avenue, N.W. Washington, D.C. 20009	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY USSR - Postwar Soviet Union under Stalin - Political rule by collective leadership - Nikita S. Khrushcher - Return to collective leadership - The satelite nations - Yugaslavia and Albania leave Soviet block - Sino-Soviet split	The student should be able to perform the following activities: 1. In a one page paper, describe the leadership of one of the following men: Stalin, Malenkov, Bulganin, and Khrushchev. 2. List the satellite countries of the U.S.S.R. 3. In a two page paper, describe the Sino-Soviet split.	CONCEPT: The USSR continues placing emphasis on heavy industries. OBJECTIVE: The student should be able to explain why industrial hygienists are necessary.	INDUSTRIAL HYGIENISTS: 1. Industrial hygienists conduct research on industrial hygiene problems: this includes the development of methods to eliminate danger due to radiation poisons, funes, etc. 2. A bachelor's degree is the minimum requirement. 3. Salaries range from about $6,000 to $40,000. 4. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
CURRICULUM: 1. Have the students locate on a map of Europe the satellite countries of the U.S.S.R. 2. Have the students construct a chart of the political structure of the U.S.S.R. 3. Have the students read biographies of famous leaders of the U.S.S.R. CAREER: 1. Ask an industrial hygienist to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2167 Rise of Khrushchev, Part I 2168 Rise of Khrushchev, Part II 8833 Poland 8750 Poland and Its People 2. San Antonio Public Library: 16mm films- Poland - The Land and the People Russia The Changing Face of Eastern Europe 3. Harlandale Audio-Visual Center: filmstrips- L-19 to L-25 Living in the Soviet Union Today (series) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 217 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Industrial Health Foundation 5231 Centre Avenue Pittsburgh, Pennsylvania 15232	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY UNITED KINGDOM - Labor party in power (1954-1951) - Conservatives in power (1951-1964) - Labor party in power 1964 - The Commonwealth of Nations - Problems - Society	The student should be able to perform the following activities: 1. In a one page paper each, summarize the leadership of each of the following men: Attlee , Churchill, Eden, Macmillan, Douglas-Home, and Wilson. 2. List the characteristics of the Commonwealth of Nations. 3. List the members of the European Free Trade Association. 4. List the major problems faced by the British.	CONCEPT: Prime Minister Clemet R. Attlee nationalized the air lines of the United Kingdom. OBJECTIVE: The student should be able to explain the type of work done by airline dispatchers.	AIRLINE DISPATCHERS: 1. Dispatchers coordinate details of flight schedules and operations, inform pilots of weather conditions, and see that safety rules are observed. 2. Dispatchers must have two years of college or the equivalent experience. 3. Salaries range from $8,000 to $14,000. 4. The employment outlook is only fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies of famous leaders of Great Britain. 2. Have the students locate on a map of the world the nations which are members of the Commonwealth of Nations. 3. Have the students draw a map of Europe and locate the members of the European Free Trade Association. CAREER: 1. Ask an airline dispatcher to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Achievement in Hong Kong Five British Sculptors Picture of Britain CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 266 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Air Line Dispatchers Association 929 West Broad Street Falls Church, Virginia 22046 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Airline Dispatcher	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY FRANCE - The Fourth French Republic (1946-1958) - The Fifth French Republic 1958 - General Charles De Gaulle - Georges Pompidu 1969 - The "Common Market"	The student should be able to perform the following activities: 1. Identify Charles De Gaulle. 2. In a two page paper, describe the De Gaulle Era. 3. List the steps leading to De Gaulle's resignation in 1969. 4. List the members of the Common Market.	CONCEPT: Under General Charles De Gaulle, the largest insurance companies were nationalized. OBJECTIVE: The student should be able to name two job responsibilities of insurance adjusters.	INSURANCE ADJUSTER: 1. Insurance adjusters make sure the policy covers the claim, secure written evidence of loss, examine cause and extent of loss, etc. 2. At least a high school diploma is required. Some companies require college of even law training. 3. Salaries range from about $4,800 to $10,000. 4. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies of Charles De Gaulle. 2. Have the students locate on a map of Europe the members of the Common Market. 3. Have the students construct a chart of each country's contributions under the Common Market. CAREER: 1. Ask an insurance adjuster to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm films- The Da Gaulle Dilemma The Enigma of De Gaulle 2. Harlandale Audio-Visual Center: filmstrip- K-43 France CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 238 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Independent Insurance Adjusters 175 West Jackson Blvd. Chicago, Illinois 60604	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OTHER NATIONS OF EUROPE - West Germany - Italy - Spain - Portugal - Greece - Belgium - Netherlands - Luxembourg - Denmark - Norway - Sweden - Finland - Austria - Switzerland	The student should be able to perform the following activities: 1. List the problems facing West Germany. 2. In a one page paper, describe the political atmosphere in Italy. 3. Summarize briefly the developments in each of the countries discussed in this concept.	CONCEPT: The government of Austria provides extensive social welfare services. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree in necessary for certification. 3. The salaries for social workers range from about $6,000 to $15,000 + a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Europe and locate the countries in this unit. 2. Have the students prepare oral reports on one of the countries in this unit. 3. Have the students on a map of Europe locate the language, ethnic and religious diffenences between the countries in this unit. CAREER: 1. Ask a social worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2063 Germany Since Hitler 8779 Germany's Ever - Changing Face 8166 Greece - So Rich, So Poor 2. San Antonio Public Library: 16mm films Berlin Berlin '54 Glimpses of Picturesque Germany Picturesque Denmark Picturesque Sweden A Script for Scandinavia The Changing Face of Franco's Spain Czechoslovakia in Chains 3. Harlandale Audio-Visual Center: 16mm films- 16-358 Village of Spain 16-359 Village of Switzerland CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 80 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: filmstrip- I-87 Social Service and the Social Worker cassette tape- Cas.T-43 Social Worker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY USA - The Truman administration (1945-1953) - The Eisenhower administration (1953-1961) - The Kennedy administration (1961-1963) - The Johnson administration (1963-1969) - The "Warren Court" - The Nixon administration (1969-) - Problems of the USA	The student should be able to perform the following activities: 1. In a two page paper summarize each of the following Presidential administrations: Truman, Eisenhower, Kennedy, Johnson, and Nixon. 2. List the achievements of Johnson's "Great Society." 3. Summarize briefly United States involvement in Southeast Asia during this period. 4. List the major domestic problems during the Nixon administration.	CONCEPT: In 1966 the Clean Rivers Restoration Act was passed to provide funds for sewage treatment plants. Today there are good opportunities for sewage plant operations. OBJECTIVE: The student should be able to name at least two job responsibilities of sewage plant operators.	SEWAGE PLANT OPERATOR: 1. Sewage plant operators perform a number of tasks: reading meters and gages, compiling log sheets, operating screening devices, making minor repairs on equipment, sampling wastewater, etc. 2. Employers usually prefer applicants who have a high school diploma. Extensive on-the-job training programs are conducted by the employers. 3. The employment outlook in ths field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read biographies on selected men of this era. 2. Have the students prepare a time-line tracing the developments in civil rights. 3. Have the students construct a chart comparing the Truman Doctrine with the Nixon Doctrine. CAREER: 1. Ask a sewage plant operator to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2005 Age of Kennedy, Part I 2006 Age of Kannedy, Part II 2. San Antonio Public Library: 16mm films- Alaska, U.S.A. Giant of the North Hawaii - Our Next State CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Water Pollution Control Federation 3900 Wisconsin Avenue, N.W. Washington, D.C. 20016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY LATIN AMERICA - Cuba - Dominican Republic - Nations under military rule - Nations under personal dictatorship - Nations recently emerged from dictatorship - Nations maintain democratic stability	The student should be able to perform the following activities: 1. In a three page paper, describe the Communist take-over in Cuba. 2. List and describe briefly the nations under military rule. 3. In a two page paper, describe recent developments in Mexico. 4. List four results of the Soccer War, El Salvador versus Honduras (1969).	CONCEPT: Sugar was one of the most important products of Cuba. OBJECTIVE: The student should be able to name two sugar industry workers.	SUGAR INDUSTRY WORKERS: 1. There are a number of workers in the sugar industry: sugarcane-harvester operator, sugarcane planter, sugar boiler, sugar controller, sugar-processing-equipment tender, sugar tapper, etc. 2. The sugar plant in Sugarland, Texas, near Houston, offers some job opportunities in this area.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Latin America and locate each of the countries. 2. Have the students construct designs of costumes of Latin America. 3. Have the students construct a chart comparing United States and Latin American relations, country by country. CAREER: 1. Ask a sugar industry worker to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Farmers of the Andes Republic of Columbia South America Latin America - Past, Present, and Future 2. Harlandale Audio-Visual Center: filmstrip- M146 Big Three of Latin America CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY CANADA - Geography - Politics - Neutrality - Economics - Problems	The student should be able to perform the following activities: 1. Briefly trace the political development of Canada from 1935. 2. List Three ways Canada has maintained her military neutrality. 3. List the major economic areas of Canada. 4. List four problems faced by Canada.	CONCEPT: Lumbering is an important industry in Canada. OBJECTIVE: The student should be able to name at least three necessary attributes for today's lumberman. Examples: strength, courage, skill, mechanical ability, etc.	LUMBERMEN: 1. There are a variety of jobs for men in the lumber industry. The fallers begin the harvest by cutting the trees. The buckers trim off the limbs and cut the trunk into lengths suitable for lumber. A log scaler measures the logs. At the sawmill, the boom men walk on the logs in the pond and separate them. The deck scaler measures the logs to determine the number of feet of lumber it contains. There are eight to ten other workers down the line before the finished product goes to market. 2. There are usually no educational requirements for this job. 3. Wages vary greatly according to the area of employment. The average worker earns $1.75 to $4.00 an hour.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students label the following on a map of Canada: population, natural resources, climate, industries, and agriculture. 2. Have the students construct a chart comparing the governments of Canada and England. 3. Have the students role play the controversy between the French and English Canadians. CAREER: 1. Ask a lumberman to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8044 Canada's History, Colony to Commonwealth 2. San Antonio Public Library: 16mm film- People's of Canada CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 105 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Forestry Association 919 17th Street, N.W. Washington, D.C. 20006	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY CHINA - People's communes - Proletarian Cultural Revolution - "Hsia Fang" campaign - Soviet threat - Military capabilities	The student should be able to perform the following activities: 1. List the characteristics of China's "Great Leap Forward." 2. In a two page paper, describe the "Great Proletarian Cultural Revolution." 3. List the characteristics of the "Hsia Fang" campaign. 4. In a two page paper, describe China's problems with the Soviet Union.	CONCEPT: The Chinese are developing an extensive nuclear program. OBJECTIVE: The student should be able to name two jobs performed by a nuclear engineer.	NUCLEAR ENGINEERS: 1. Nuclear engineers work with the research and development of neutrons and radiation and with radioactive materials. 2. There are some opportunities for an individual with a bachelor's degree in mechanical engineering; however, a master's degree in nuclear engineering is preferred. 4. Salaries usually range from $5,525 to $18,000 a year. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare written reports on China since 194[illegible]. 2. Have the students read selected writings of Mao Tse-Tung. 3. Have the students prepare a chart comparing China and Russia's military capabilities.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2108 Moa Tse-Tung 8060 China - The Awakening Giant 2. San Antonio Public Library: 16mm films- Communist China Oriental City 3. Harlandale Audio-Visual Center: record with filmstrip- T-67-72 (RR-581 to PR-583) Seeing China Series	BEST COPY AVAILABLE
CAREER: 1. Ask a nuclear engineer to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 203 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Nuclear Society 244 East Ogden Avenue Hinsdale, Illinois 60521	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONTEMPORARY JAPAN - Politics - Economics - Accomplishments - Problems	The student should be able to perform the following activities: 1. In a two page paper, summarize the political developments in Japan since World War II. 2. List the economic developments in Japan since 1955. 3. Compare briefly Japan's accomplishments and problems since World War II.	CONCEPT: Japan is one of the leading manufacturers of cars and trucks. OBJECTIVE: The student should be able to name workers involved in the manufacturing of automobiles.	AUTOMOBILE MANUFACTURER WORKERS: 1. A variety of workers are involved in the automobile industry: product planners, designers, model makers, management personnel, design engineers, manufacturing engineers, diemakers, patternmakers, machine-tool operators, inspectors, assembly-line men, etc. 2. High school graduates are preferred. 3. Salaries in 1966 the average production worker received about $3.44 an hour. 4. The employment opportunities in this field are fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart showing the political structure of Japan. 2. Have the students construct a chart of the life styles in Japan compared to the United States. 3. Have the students locate on a map of the world the economic trade routes of Japan. CAREER: 1. Ask an automobile manufacturing worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2090 Japan - Its Customs and Traditions 2. San Antonio Public Library: 16mm films- Japan Japan and Democracy Japanese Family 3. Harlandale Audio-Visual Center: filmstrip- M126 Japan Today CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 32 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Automobile Manufacturers Association 320 New Center Building Detroit, Michigan 47202	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEVELOPMENT OF OTHER CONTEMPORARY NATIONS - Australia - New Zealand - Ethiopia - Rhodesia - Republic of South Africa - Israel - United Arab Republic - India	The student should be able to perform the following activities: 1. In a two page paper, describe the racial problems in the following countries: Rhodesia, South Africa, and India. 2. Describe briefly the Arab-Israeli War. 3. List the characteristics of the Eisenhower Doctrine.	CONCEPT: New Zealand exports much meat. OBJECTIVE: The student should be able to compare in a two page paper the meat-packing industry of 1900 to the meat-packing industry of today.	MEAT-PACKING WORKERS: 1. Meat-packing workers perform a variety of jobs: slaughter live animals, divide carcasses into usable parts, skin ang degair hogs, remove cattle hides, remove the viscera, chill the meat for twenty-four to forty-eight hours, cut the meat into commercial cuts, cure certain cuts of meat, make sausage, inspect the finished product, ship meat to marketplace, etc. 2. Most employers give job preference to high school graduates. Trade school in meat-packing processes is helpful. 3. The average hourly wage is around $3.38. 4. Job opportunities in this field are fairly good.

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the world the countries in this unit. 2. Have the students locate on a map of Asia Minor the areas controlled by Israel after the Six Day War.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Africa - East and West Africans All Narmers of India Israil Mediterranean World Palestine Rythm of Africa Tropical Africa Nigeria and Biafra 2. Harlandale Audio-Visual Center: filmstrip- X-59-64 Africa; Saharits Capetown	
CAREER: 1. Ask a meat-packing worker to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 106 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Institute of Meat-Packing 188 West Randolph Street Chicago, Illinois 60601	

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CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE SPACE RACE - Soviet Union - United States of America - Future development	The student should be able to perform the following activities: 1. List the "firsts" achieved by the Soviet Union in the space race. 2. List the achievements of the United States in the space race. 3. In a two page paper, compare United States and Soviet aims in space.	CONCEPT: Aerospace technicians are an important part of any space effort. OBJECTIVE: The student should be able to name the four categories in which aerospace technicians work.	AEROSPACE TECHNICIANS: 1. Aerospace technicians are experimentalists. Their work can be divided into four categories: research, development, production, and testing. 2. Usually two years of college-level training is necessary. 3. Aerospace technicians usually earn from $460 to $1,050 a month. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct models of spaceships, capsules, and space stations. 2. Have the students read biographies of American astronauts. 3. Have the students debate the topic: Space versus earth needs. CAREER: 1. Ask an aerospace technician to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2246 The Proud Conquest, Gemini VI & VII 8532 Network to Space 2. San Antonio Public Library: 16mm films- The Apollo Project Destination Moon Flight of Apollo VII Flight of Friendship VII Mission to the Moon The Story of the Space Age A Walk on the Moon 3. Harlandale Audio-Visual Center: 16mm films- 16-591 America on the Moon 16-202 America in Orbit (Glenn) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 381 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: NASA Educational Program Division Washington, D.C. 20546	

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APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

COMPARISON OF ASSYRIANS AND PERSIANS

	Assyrians	Persians
Type of Government	Autocratic Cruel and Harsh Military Coercion	Autocratic Just and Fair Equality Under Law
Type of Rule Over Conquered Lands	Heavy Taxes Slavery Feared by People	Reasonable Taxes Toleration of Others Respected by People

A Select List of European Sovereigns

I. THE ROMAN EMPIRE

Augustus (Octavian) (27 B.C.-14 A.D.).
Tiberius (14-37).
Caligula (Gaius) (37-41).
Claudius (41-54).
Nero (54-68).
Galba (68-69).
Otho (69).
Vitellius (69).
Vespasian (69-79).
Titus (79-81).
Domitian (81-96).
Nerva (96-98).
Trajan (98-117).
Hadrian (117-138).
Antoninus Pius (138-161).
Marcus Aurelius (161-180).
Lucius Verus (161-169)-co-ruler.
Commodus (180-192).
Pertinax (193).
Didius Julianus (193).
Septimius Severus (193-211).
Caracalla (211-217).
Geta (211-212)-co-ruler.
Macrinus (217-218).
Elagabalus (218-222).
Severus Alexander (222-235).
Maximinus (235-238).
Gordianus I (238).
Gordianus II (238)-co-ruler.

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Pupienus Maximus (238).
Balbinus (238)-co-ruler.
Gordianus III (238-244).
Philipp (244-249)-"the Arab."
Decius (249-251).
Gallus (251-253).
Hostilian (251)-co-ruler.
Aemilianus (253).
Valerian (253-259).
Gallienus (259-268).
Caludius II (268-270).
Aurelianus (270-275).
Tacitus (275-276).
Florianus (276).
Probus (276-282).
Carus (282-283).
Numerianus (283-284).
Carinus (283-285)-co-ruler.
Diocletian (284-305).
Maximian (286-305)-co-ruler.
Galerius (305-311).
Constantius I (305-306)-co-ruler.
Valerius Severus (306-307)-co-ruler.
Maximian (306-308)-second reign as co-ruler.
Maxentius (308-312).
Maximinus Daia (310-313)-co-ruler.
Constantine the Great (310-337)-co-ruler until 324.
Licinius (311-324)-co-ruler.
Constantine II (337-340)-disputed rule.

THE ROMAN EMPIRE (Continued)

Constans (337-350)-disputed rule.
Constantius II (337-361)-disputed rule until 350.
Julian the Apostate (361-363).
Jovian (363-364).
Valentinian I (364-375)-and Valens (364-378) in the east.
Gratian (375-383).
Valentinian II (375-392)-co-ruler; and Theodosius the Great (379-392) in the east.
Maximus (383-388)-disputed rule.
Eugenius (392-394).
Theodosius the Great (392-395)-disputed rule in the west until 394; empire permanently divided into east and west in 395.
Honorius (395-423)-and Arcadius (395-408) in the east.
Johannes (423-425)-and Theodosius II (408-450) in the east.
Valentinian III (425-455)-and Marcian (450-457) in the east.
Petronius Maximus (455).
Avitus (455-456).
Majorian (457-461)-and Leo I (457-474) in the east.
Severianus Severus (461-465).
Anthemius (467-472).
Olybrius (472).
Glycerius (473).
Julius Nepos (473-475)-and Leo II (473-474) in the east.
Romulus Augustulus (475-476)-and Zeno (474-491), who became the first Byzantine emperor.

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II. ENGLAND (1066-1714)

William I (1066-87)-"the Conqueror"; the first of the Norman kings.
William II (Rufus) (1087-1100).
Henry I (1100-35).
Stephen (1135-54).
Henry II (1154-89)-the first of the Plantagenet, or Angevin, kings.
Richard I (1189-99)-"the Lion-Hearted."
John (1199-1216).
Henry III (1216-72).
Edward I (1272-1307).
Edward II (1307-27).
Edward III (1327-77).
Richard II (1377-99).
Henry IV (1399-1413)-the first of the Lancastrian kings.
Henry V (1413-22).
Henry VI (1422-61).

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Edward IV (1461-83)-the first of the Yorkist kings.
Edward V (1483).
Richard III (1483-85).
Henry VII (1485-1509)-the first of the Tudor rulers
Henry VIII (1509-47).
Edward VI (1547-53).
Mary I (1553-58).
Elizabeth I (1558-1603).
James I (1603-25)-the first of the Stuart rulers.
Charles I (1625-49).
The Interregnum: the Commonwealth under Cromwell and his son (1649-60).
Charles II (1660-85)-representing the Stuart Restoration.
James II (1685-88).
William III (of Orange) and Mary II (Stuart) (1689-
William III (1694-1702)-sole ruler.
Anne (1702-14)-the last of the Stuart rulers.

FRANCE (987-1715)

Hugh Capet (987-996)-the first of the Capetian kings.
Robert II (996-1031)-"the Pious."
Henry I (1031-60).
Philip I (1060-1108).
Louis VI (1108-37)-"the Fat."
Louis VII (1137-80).
Philip II (1180-1223)-"Augustus."
Louis VIII (1223-26).
Louis IX (1226-70)-"Saint Louis."
Philip III (1270-85).
Philip IV (1285-1314)-"the Fair."
Louis X (1314-16).
John I (1316)-died in infancy.
Philip V (1316-22).
Charles IV (1322-28).
Philip VI (1328-50)-the first of the Valois kings.
John II (1350-64).
Charles V (1364-80).
Charles VI (1380-1422).
Charles VII (1422-61).
Louis XI (1461-83)-"the Spider."
Charles VIII (1483-98).
Louis XII (1498-1515).
Francis I (1515-47).
Henry II (1547-59).
Francis II (1559-60).
Charles IX (1560-74).
Henry III (1574-89).
Henry IV (1589-1610)-the first of the Bourbon kings.
Louis XIII (1610-43).
Louis XIV (1643-1715).

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IV. SPAIN (1479-1746)

Ferdinand of Aragon and Isabella of Castile (1479-1504).
Ferdinand of Aragon (1504-16)-sole ruler.
Charles I (1516-56)-the first of the Hapsburg rulers, and Holy Roman Emperor Charles V in 1519.
Philip II (1556-98).
Philip III (1598-1621).
Philip IV (1621-65).
Charles II (1665-1700).
Philip V (1700-46)-the first of the Bourbon rulers.

V. AUSTRIA (1493-1740)

Maximilian I (1493-1519).
Charles V (1519-56).
Ferdinand I (1556-64).
Maximilian II (1564-76).
Rudolf II (1576-1612).
Matthias (1612-19).
Ferdinand II (1619-37).
Ferdinand III (1637-57).
Leopold I (1658-1705).
Joseph I (1705-11).
Charles II (1711-40)-the last of the male line of Hapsburgs.

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RUSSIA (1640-1740)

rederick William (1640-88)-"the Great Elector" of Brandenburg.
rederick III (1688-1701)-Elector of Brandenburg, who became:
rederick I (1701-13)-"King in Prussia."
ing Frederick William I (1713-40).

USSIA (1462-1725)

van III (1462-1505)-"the Great."
asil III (1505-33).
van IV (1533-84)-"the Terrible."
edor (Theodore) I (1584-98).
oris Godunov (1598-1605).
The Time of Trouble" (1604-13).
ichael Romanov (1613-45)-the first of the Romanov rulers.
lexis (1645-76).
edor (Theodore) III (1676-82).
van V and Peter (1682-89)-co-tsars, with Sophia as regent.
eter I (1689-1725)-"the Great"; sole ruler.

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Major Dynastic Houses of Europe

I. ENGLAND

A. House of Stuart

1. James I (1603-25) - first Stuart ruler; son of Mary, Queen of Scots, and Lord Darnley.
2. Charles I (1625-49) son of James I; executed by Cromwell.
3. Charles II (1660-85) - eldest son of Charles I.
4. James II (1685-88) - brother of Charles II.
5. William III (1689-1702) and Mary II (1689-94) - William of Orange, the Netherlands, was the son of James II's sister, and married to Mary, the Protestant daughter of James II.
6. Queen Anne (1702-14) - Protestant sister of Mary II, and the last of the Stuart monarchs.

B. House of Hanover

1. George I (1714-27) - son of Sophia, a Protestant granddaughter of James I; first of the German House of Hanover (formerly Brunswick).
2. George II (1727-60) - son of George I; last English monarch to personally command troops in battle.
3. George III (1760-1820) - grandson of George II.
4. George IV (1820-30) - eldest son of George III.
5. William IV (1830-37) - brother of George IV.
6. Queen Victoria (1837-1901) - niece of William IV; mother was a princess of German house of Saxe-Coburg.

C. House of Saxe-Coburg

1. Edward VII (1901-10) - eldest son of Queen Victoria and Prince Albert of the German house of Saxe-Coburg-Gotha.

D. House of Windsor

1. George V (1910-36) - son of Edward VII; change family name from Saxe-Coburg-Gotha to Windsor in 1917.
2. Edward VIII (1936) - eldest son of George V; succeeded to throne on January 20, 1936, but abdicated on December 11, before coronation.
3. George VI (1936-52) - brother of Edward VIII.
4. Queen Elizabeth II (1952--) - elder daughter of George VI.

Major Dynastic Houses of Europe

FRANCE

A. House of Bourbon
(Descended from the younger son of Louis IX - "Saint Louis," Capetian king - who married a Bourbon.)

1. Henry IV (1589-1610) - first Bourbon ruler.
2. Louis XIII (1610-43) - son of Henry IV.
3. Louis XIV (1643-1715) - son of Louis XIII; known as the "Grand Monarque."
4. Louis XV (1715-74) - great-grandson of Louis XIV.
5. Louis XVI (1774-92) - grandson of Louis XV; executed in 1793. ("Louis XVII," the Dauphin, son of Louis XVI, never ruled, and died in prison in 1795.)
6. Louis XVIII (1814-24) - brother of Louis XVI.
7. Charles X (1824-30) - brother of Louis XVIII; last of the Bourbon rulers.

B. House of Bonaparte

1. Napoleon I (1804-14, and 1815) - Napoleon Bonaparte, first French Emperor. ("Napoleon II," son of Napoleon I, never ruled, and died in 1832.)
2. Napoleon III (1852-70) - Louis Napoleon, nephew of Napoleon I; the last monarch of France.

C. House of Orleans

1. Louis Philippe (1830-48) - descended from Louis XIII, through the house of Orleans.

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Major Dynastic Houses of Europe

III. SPAIN

A. House of Hapsburg

(Descended from the German Hapsburgs of the eleventh century, and especially from Rudolf I (1273-91), Emperor of the Holy Roman Empire.)

1. Charles I (1516-56) - son of Philip, Archduke of Austria and Duke of Burgundy, and Juana "la Loca" (daughter of Ferdinand and Isabella); also served as Emperor Charles V of Holy Roman Empire.
2. Philip II (1556-98) - son of Charles I.
3. Philip III (1598-1621) - son of Philip II.
4. Philip IV (1621-65) - son of Philip III.
5. Charles II (1665-1700) - son of Philip IV; had no offspring.

B. House of Bourbon

(From the French Bourbons.)

1. Phillip V (1700-46) - grandson of Louis XIV of France; briefly abdicated in 1724.
2. Ferdinand VI (1746-59) - son of Philip V.
3. Charles III (1759-88) - half brother of Ferdinand VI.
4. Charles IV (1788-1808) - son of Charles III.
5. Ferdinand VII (1814-33) - son of Charles IV.
6. Queen Isabella II (1833-68) - daughter of Ferdinand VII; forced into exile.
7. Alfonso XII (1874-85) - son of Isabella II.
8. Alfonso XIII (1886-1931) - son of Alfonso XII; forced into exile; the last monarch of Spain (until Franco's decree of 1969).

C. House of Bonaparte

1. Joseph Bonaparte (1808-13) - brother of Napoleon I of France.

D. House of Savoy

1. Amadeo (Amadeus) (1871-73) - second son of King Victor Emmanuel II of Italy.

Major Dynastic Houses of Europe

V. AUSTRIA

A. House of Hapsburg

(Descended from the German Hapsburgs of the eleventh century, and especially from Rudolf I (1273-91), Emperor of the Holy Roman Empire. They also ruled as Emperors of the Holy Roman Empire uninterruptedly from 1438 to 1740).

1. Maximilian I (1493-1519).
2. Charles V (1519-56) - grandson of Maximilian I; also King of Spain as Charles I.
3. Ferdinand I (1556-64) - brother of Charles V.
4. Maximilian II (1564-76) - son of Ferdinand I.
5. Rudolf II (1576-1612) - son of Maximilian II.
6. Matthias (1612-19) - brother of Rudolf II.
7. Ferdinand II (1619-37) - grandson of Ferdinand I.
8. Ferdinand III (1637-57) - son of Ferdinand II.
9. Leopold I (1658-1705) - son of Ferdinand III.
10. Joseph I (1705-11) - son of Leopold I.
11. Charles II (1711-40) brother of Joseph I; served also as Holy Roman Emperor Charles VI; last of male line of house of Hapsburg.

B. House of Hapsburg-Lorraine

1. Queen Maria Theresa (1740-80) - daughter of Charles II; married to Francis I of Lorraine, Holy Roman Emperor (1745-65).
2. Joseph II (1780-90) - son of Maria Theresa; co-regent of Austria with mother (1765-80), and Holy Roman Emperor (1765-90).
3. Leopold II (1790-92) - brother of Joseph II; also Holy Roman Emperor.
4. Francis I (1792-1835) - son of Leopold II; served as Holy Roman Emperor Francis II until the end of the Holy Roman Empire in 1806 - the last Emperor of the Holy Roman Empire - and became the first proclaimed Emperor of Austria in 1806.
5. Ferdinand I (1835-48) - son of Francis I.
6. Francis Joseph (1848-1916) - nephew of Ferdinand I.
7. Charles I (1916-18) - grandnephew of Francis Joseph; the last monarch of Austria.

Major Dynastic Houses of Europe

V. PRUSSIA

A. House of Hohenzollern
Dynastic house descended from counts dating back to the twelfth century, and especially from Frederick I, the Elector of Brandenburg (1415-40). In 1415 the Hohenzollerns received Brandenburg - the territory in northeast central Germany, with Berlin as the capital. In 1618 the Hohenzollerns in herited the duchy of Prussia - territory to the northeast under Polish rule - and made it exclusively theirs in 1660.

1. Frederick William, "the Great Elector" of Brandenburg (1640-88).
2. Frederick III, Elector of Brandenburg (1688-1701) son of the Great Elector; become King Frederick I (1701-13) - "King in Prussia."
3. King Frederick William I (1713-40) - son of Frederick I.
4. King Frederick II (1740-86) - son of Frederick William I; better known as "Frederick the Great."
5. King Frederick William II (1786-97) - nephew of Frederick the Great.
6. King Frederick William III (1797-1840) - son of Frederick William II.
7. King Frederick William IV (1840-61) - son of Frederick William III.
8. King William I (1861-88) - brother of Frederick William IV; become the first Emperor of Germany in 1871.
9. Emperor Frederick III (1888) - Son of Emperor William I.
10. Emperor William II (1888-1918) - son of Emperor Frederick III; the last monarch of Germany.

Major Dynastic Houses of Europe

I. RUSSIA

A. House of Romanov

1. Michael Romanov (1613-45) - first Romanov ruler; grandnephew of Ivan IV ("Ivan the Terrible").
2. Alexis (1645-76) - son of Michael.
3. Theodore (Fedor) III (1676-82) - son of Alexis.
4. Ivan V and Peter I (1682-89 - Ivan V and Peter I ("Peter the Great") were half brothers, son of Alexis, and served as co-Tsars, with Ivan's sister, Sophia, acting as regent.
5. Peter I, sole ruler (1689-1725) - "Peter the Great."
6. Catherine I (1725-27) - wife of Peter the Great.
7. Peter II (1727-30) - grandson of Peter I, on first wife's side; last representative of direct male line.
8. Anna (1730-40) - daughter of Ivan V.
9. Ivan VI (1740-41) - great-grandson of Ivan V.
10. Elizabeth (1741-62) - daughter of Peter the Great and Catherine.
11. Peter III (1762) - grandson of Peter the Great and Catherine.
12. Catherine II (1762-96) - German wife of Peter III; better known as "Catherine the Great."
13. Paul I (1796-1801) - son of Catherine II and Peter III.
14. Alexander I (1801-25) - son of Paul I.
15. Nicholas I (1825-55) - brother of Alexander I.
16. Alexander II (1855-81) - son of Nicholas I; known as the "Tsar Liberator."
17. Alexander III (1881-94) - son of Alexander II.
18. Nicholas II (1894-1917) - son of Alexander III; the last ruling monarch of Russia.

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PHASES OF HISTORY

EPOCH	TIME	SPAN
Prehistoric Period	1,000,000 B.C. to 5,000 B.C.	No written records of man
Ancient History	5,000 B.C. to 500 A.D.	Until, roughly the fall of Rome
Medieval History	500 A.D. to 1,500 A.D.	Until, roughly the discovery of the New World
Modern History	1,500 A.D. to now	From discovery of the New World to now

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AGES OF HISTORY

AGE	TIME
Ice Age	1,000,000 to 25,000 years ago
Eolithic Age	About 500,000 years ago
Paleolithic Age (Old Stone Age)	500,000 to 10,000 years ago
Neolithic Age (New Stone Age)	About 8,000 B.C. to about 4,000 B.C.
Copper and Bronze Age	About 4,000 B.C. to about 1,000 B.C.
Iron Age	From about 1,000 B.C.

AGES OF MAN

TYPE	TIME
Java Man, Peking Man	Eolithic of Dawn of the Stone Age
Meanderthal Man, Heidelberg Man	Paleolithic (Old Stone Age)
Cro-Magnon Man (forerunner of modern man)	Late Paleolithic Age

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PERIODS OF EGYPTIAN POLITICAL HISTORY

PERIOD	DATE
Old Kingdom	3,400 - 2,400 B.C.
Middle Kingdom	2,400 - 1,800 B.C.
Age of Empire	1,600 - 1,100 B.C.

PEOPLES OF THE FERTILE CRESCENT

PEOPLE AND CULTURE	TIME
Sumerians	About 4,000 B.C.
Babylonians	About 2,100 B.C.
Hittites	About 1,400 B.C.
Hebrews	About 1,400 B.C.
Phoenicians	About 1,000 B.C.
Assyrians	About 800 B.C.
Chaldeans	About 600 B.C.
Lydians	About 600 B.C.
Persians	About 500 B.C.

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CHARACTERISTICS OF FEUDAL SOCIETY

King	Owned all land but controlled only the royal domain
Lords	Princes, dukes, earls and counts who rendered military aid and services to the king in return for recognition of control over lands not in the royal domain (remainder); barons, viscounts and knights occupies lower places in the hierarchy
Primo-geniture	First-born male legally entitled to inheritance of all land
Suzerain	The lord who granted land
Fief	The land that was granted
Vassal	The lord to whom land was granted
Sub-vassal	Lesser lord to whom land was granted by vassal
Invest-iture	Formal ceremony of grant of fief to vassal by suzerain
Homage	Ceremony of pledging loyalty by vassal to his lord
Serf	The peasant who was "bound" to the soil, provided food and services to the lord in return for protection
Peace of God	Church injunction against attacking non-combatants, including women, children and clergy
Truce of God	Forbade fighting on certain holy days
Demesne	Lord's manor and land (domain)
Three-fields	Planting system of letting one field lie fallow while two were planted
Justice	Compurgation: accused declared innocent by positive statement of 12 friends Combat: accused declared innocent if victor in personal combat Ordeal: accused declared innocent if unharmed in physical test
Chivalry	The code of behavior of knighthood

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LEADERS OF THE PROTESTANT REVOLT

John Wycliffe	1320-1384	English
John Huss	1369-1415	Bohemian
Martin Luther	1483-1546	German
Ulrich Zwingli	1484-1531	Swiss
John Calvin	1509-1564	French
John Knox	1505-1572	Scottish

RELIGIOUS DIVISION IN EUROPE BY MID-17th CENTURY

CATHOLIC COUNTRIES	PROTESTANT COUNTRIES
Spain, Italy, France, Portugal Ireland, Poland, Southern Germany, Belgium, Austria, Hungary, part of Switzerland	England, Scotland, most of Germany, Norway, Holland, Denmark, Sweden, part of Switzerland

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GREAT PERSONS OF THE RENAISSANCE

LITERARY FIGURE	LIVED	NATIONALITY	CONTRIBUTIONS
Francesco Petrarch	1304-1374	Italian	Poet, sonneteer
Desiderius Erasmus	1466-1536	Dutch	Praise of Folly
Dante Alighieri	1265-1321	Italian	Divine Comedy
Giovanni Boccaccio	1313-1375	Italian	Decameron, short stories; "father" of prose
Niccolo Machiavelli	1469-1527	Italian	The Prince
Geoffrey Chaucer	1340-1400	English	Canterbury Tales
Francois Rabelais	1494-1553	French	Satirist
Michel Montaigne	1533-1592	French	Essayist, moralist
Sir Thomas More	1478-1535	English	Wrote Utopia
Miguel Cervantes	1547-1616	Spanish	Novelist, author of Don Quixote
William Shakespeare	1564-1616	English	Perhaps our greatest playwright and poet
John Milton	1608-1674	English	Paradise Lost

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GREAT PERSONS OF THE RENAISSANCE Continued

ARTISTIC FIGURE	LIVED	NATIONALITY	CONTRIBUTIONS
Lorenzo Ghiberti	1378-1455	Italian	Sculptor
Donatello	1386-1466	Italian	Sculptor
Leonardo da Vinci	1452-1519	Italian	Versatile genius: artist
Titian	1477-1576-	Italian	Master of color
Raphael	1483-1520	Italian	Did Madonnas
Benvenuto Cellini	1500-1571	Italian	Goldsmith and silversmith
Albrecht Durer	1471-1528	German	Famous painter, engraver, woodcarver, etcher
Hans Holbein	1497-1543	German	Portraitst
Anthony Van Dyck	1599-1641	Flemish	Painting of English royalty
Rembrandt van Rijn	1606-1669	Dutch	Master of light and shade
Frans Hals	1580-1666	Dutch	Painted everyday scenes
Velasquez	1599-1660	Spanish	Master portraitist
El Greco	1541-1614	Spanish	Color, dramatic effects
Peter Paul Rubens	1577-1640	Belgian	Palace artist

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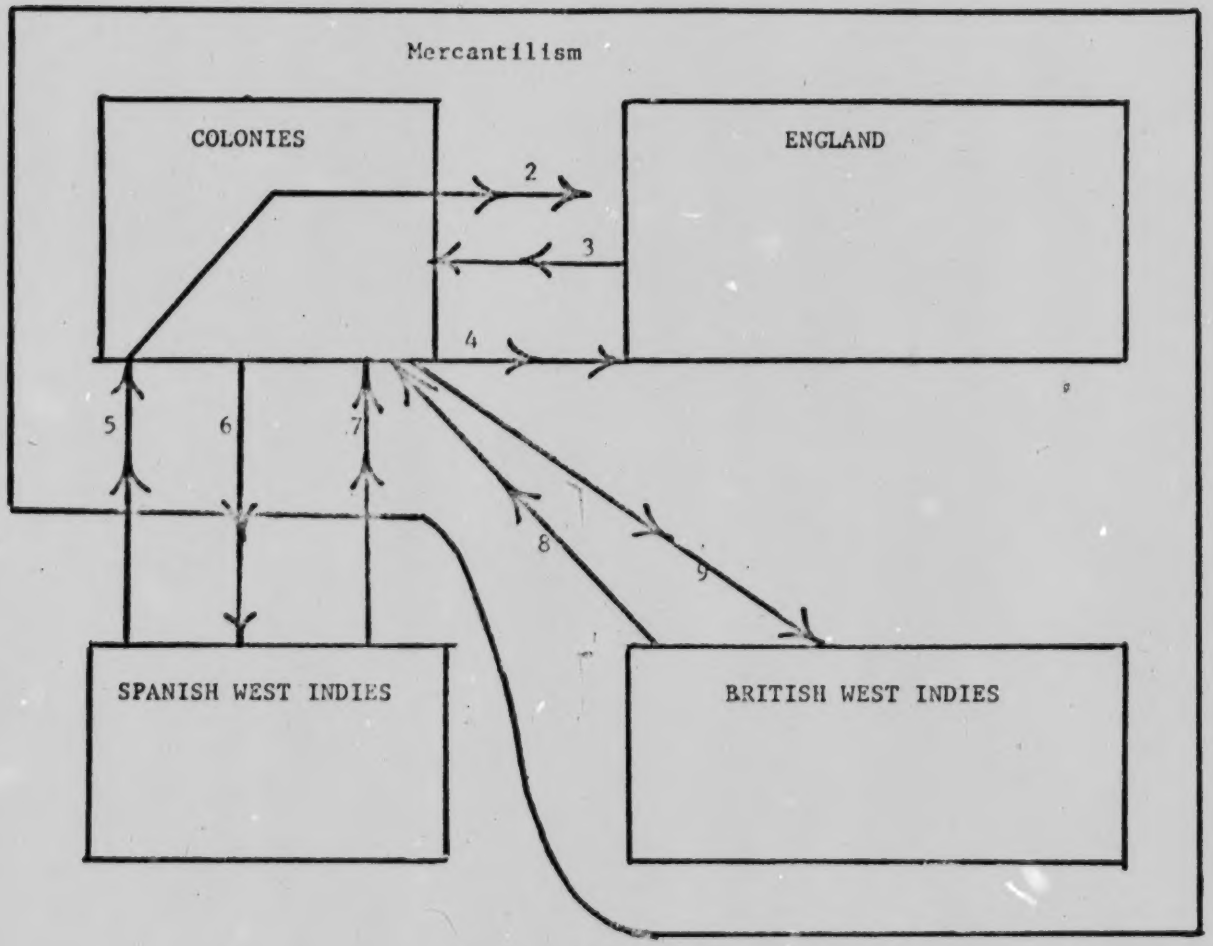
GREAT PERSONS OF THE RENAISSANCE Continued

SCIENTIFIC FIGURE	LIVED	NATIONALITY	CONTRIBUTIONS
Nicholas Copernicus	1473-1543	Polish	Developed and proved heliocentric theory
Galileo Galilei	1546-1642	Italian	Astronomer and physicist
Johann Kepler	1571-1630	German	Formulated laws on planet orbit
Francis Bacon	1561-1626	English	Wrote in defense of scientific method
William Harvey	1578-1657	English	Discovered circulation of blood
Anton van Leeuwenhoek	1632-1723	Dutch	Perfected and used microscope
Robert Boyle	1627-1691	English	Formulated Boyle's Law on gases
Rene Descartes	1596-1650	French	Mathematician
Isaac Newton	1642-1727	English	Formulated laws of gravitation



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2. Favorable balance of trade or money to England to pay for imports
3. Imports from England required by Acts of Trade
4. Exports or enumerated commodities required by Acts of Trade
5. Money from Spanish West Indies in payment of Spanish West Indies unfavorable balance of trade
6. Colonial exports to Spanish West Indies in violation of Sugar and Molasses Act
7. Colonial imports from Spanish West Indies in violation of Sugar and Molasses Act
8. Imports from British West Indies
9. Exports to British West Indies from colonies

a. Sugar and Molasses Act
b. Acts of Trades
} Examples of barriers to colonial trade

THE AGE OF DICOVERY

DATE	EXPLORER	COUNTRY	DISCOVERY
1486	Bartholomew Diaz	Portugal	rounded southern tip of Africa
1492	Christopher Columbus	Spain	landed on San Salvador; discovered A
1497	John Cabot	England	Labrador
1498	Vasco de Gama	Portugal	reached Calicut
1500	Pedro Cabral	Portugal	Brazil
1501	Amerigo Vespucci	Italy	visited South America
1513	Ponce de Leon	Spain	Florida
1513	Vasco Nunez de Balboa	Spain	Pacific Ocean
1519	Hernando Cortes	Spain	conquered Mexico
1521	Ferdinand Magellan	Spain	circumnavigated the world
1523	Panfilo de Narvaez	Spain	Florida; Pensacola Bay
1524	Giovanni de Verrazano	France	East Coast
1528	Cabeza de Vaca	Spain	Texas, etc.
1531	Francisco Pizarro	Spain	Peru and Ecuador
1535	Jacques Cartier	France	St. Lawrence River
1539	Hernando De Soto	Spain	Florida to Mississippi River
1540	Francisco Coronado	Spain	U.S. Southwest

THE AGE OF DISCOVERY

DATE	EXPLORER	COUNTRY	DISCOVERY
1580	Francis Drake	England	circumnavigated the world
1583	Sir Humphrey Gilbert	England	Newfoundland
1589	Sir Walter Raleigh	England	Roanoke
1608	Samuel de Champlain	France	Quebec

MOTIVES FOR ENGLISH COLONIZATION OF THE NEW WORLD

I. ECONOMIC motives

A. Profits -- Merchant interest in America

1. Investment: English businessmen saw in America a chance to make money and viewed America as an opportunity for profitable investments.

a. The English government authorized groups of private enterprisers to form "joint-stock" companies (forerunner of the modern corporation) for the purpose of establishing colonies and plantations in America.

b. Thus the first English settlements (e.g., Jamestown) were organized by businessmen under private enterprise.

2. Trade: The New World offered an opportunity for greatly expanded trade for English industry and merchants. The New World would serve both as a source of badly needed raw materials such as timber and scarce metals and as a place for establishing new markets for selling manufactured products.

B. Opportunity for the less prosperous and poor of England to improve their economic position and achieve a better life in the New World and escape wretched living conditions, poverty, and debt in England.

C. Unemployment and economic depression in England

D. Call of free land

E. Mercantilism -- the prevailing economic theory in the 17th Century encouraged the establishment of colonies.

1. Definition: MERCANTILISM is an economic system based on the idea that the wealth and power of a nation is determined by the amount of gold and silver it accumulates.

2. Corollaries of Mercantilism:

a. National self-sufficiency
b. "Favorable balance of trade"
c. Colonies serve as a source of raw materials and markets
d. Colonies must be dependent on the Mother Country
e. Colonies exist for the benefit of the Mother Country

f. Strong government control over the national and colonial economies

F. Search for a "Northwest Passage" -- England needed a short route to the Orient to rival the Portuguese and Spanish.

II. POLITICAL motives

A. Background: The defeat of the Spanish Armada in 1588 by the English opened the way for England (and France) to make settlements in America and build a colonial empire.

B. Motives:

1. Nationalism -- Rivalry between England, Spain, and France for international power, prestige, and empire. The size of a nation's colonial empire came to be regarded as a symbol of that nation's international power.

2. Patriotism -- Desire by each nation and her people to outdo her rivals. This led to competition between nations for colonies. Colonies thus became an object of national pride.

3. Political freedom -- Desire by many individuals and groups to escape the autocratic rule of the Stuart kings in England. The Stuarts believed in Divine Right and Absolute Monarchy. Those who opposed these ideas believed in a limited form of government and many came to America for this reason.

III. RELIGIOUS motives

A. Missionary -- Desire to bring Christianity to the New World and Christianize the Indians.

B. Rivalry -- between Protestantism and Catholicism:

1. The Reformation had only recently occurred in England. After a long national struggle, Protestantism became the official religion of England with the accession of Queen Elizabeth I in 1558.

2. The English desire to bring Protestantism to the New World in order to:

a. Prevent the entire New World from becoming Catholic -- Spain had already established the Catholic Church in the southern part of America.

b. Strengthen Protestantism at home by spreading it abroad.

3. The religious rivalry also reflected the national rivalry between England and Spain.

C. Religious liberty -- Desire by non-conformists or "Dissenters" (e.g., Puritans, Quakers, and Catholics) in England to acquire the right to worship in their own way.

1. The Stuart kings attempted to compel all Englishmen to conform to the established Church of England (or Anglican Church).

2. King James I declared: "I will make them conform themselves, or else I will harrie them out of the land, or else do worse."

3. The Pilgrims at Plymouth were a group of nonconformists known as Separatists because they wanted to completely separate from the Church of England.

4. The Puritans who founded Massachusetts Bay Colony following the "Great Migration" of the 1630's were a group of Dissenters who were interested in "purifying" or reforming the Church of England but unlike the Plymouth Pilgrims did not necessarily want to separate from the Anglican Church.

IV. SOCIAL motives

A. Over-population in England

B. Hard time in England

C. Desire for more social equality and freedom than existed in aristocratic England at the time

D. Adventure and "wanderlust"

CAUSES OF WORLD WAR I

I. Nationalism: The nations of Europe each desired to annex foreign territory inhabited by members of their own nationality. Subject nationalities (those peoples who had no state of their own) tried to promote war as a way of gaining their political independence.

II. Change in the Balance of Power: The rise of Germany and Italy as powerful new nations.

III. Imperialism: Rivalry over colonial empire and markets.

IV. The Balkan Crises, 1912-1913: Subject peoples of the Balkan countries were trying to throw off Austro-Hungarian domination and establish their independence.

V. Militarism and the Arms Race.

VI. The System of Alliances and Secret Agreements:

A. Triple Alliance (1882):

Austria-Hungary
Germany
Italy

Central Powers:

Austria-Hungary
Germany
Bulgaria
Turkey

B. Triple Entente (1907)

Britain
France
Russia

Allied Powers:

Britain
France
Russia
Rumania
Greece
Portugal
Japan
Italy
United States

RESULTS OF WORLD WAR I

1. Economic:

   a. The total cost of the war was over $350 billion. Paying for the war brought heavy taxation and lower living standards to European peoples.

   b. International trade was disrupted because nations raised tariffs and sought economic self-sufficiency.

   c. In Russia, the Communists seized power and introduced a new economic system.

   d. Economic dislocations caused by the war helped bring on the depression of 1929.

2. Political:

   a. The United States emerged as a leading world power.

   b. Three major European dynasties were dethroned: the Hohenzollerns of Germany, the Hapsburgs of Austria-Hungary, and the Romanovs of Russia.

   c. New national states were created in central Europe out of the former empires of Germany, Austria-Hungary, and Russia. Several contained subject nationalities, especially the German-speaking populations of Poland and Czechoslovakia.

   d. The League of Nations was established to solve international problems and advance world peace.

   e. Many European nations, beset by economic and political discontent, turned to dictatorship -- notably Russia, Italy, and Germany.

3. Social:

   a. Almost 10 million soldiers were killed and over 20 million wounded.
   b. Millions of civilians died as a result of the hostilities, famine, and disease.
   c. The world was left aflame with hatred, intolerance, and extreme nationalism.

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COSTS OF WORLD WAR I FOR THE U.S.

Cost of war to April 30, 1919	$21,850,000,000
Cost of Army to April 30, 1919	$13,930,000,000
American battle deaths in war	50,000
American wounded in war	206,000
American deaths from disease	57,500
Total deaths in the Army	115,000

CAUSES OF THE GREAT DEPRESSION, 1929

I. Decline of international trade

A. The war-shattered economics of European nations caused unbalanced national budgets and lessened Europe's ability to purchase goods

B. High tariffs erected by the United States caused other nations to retaliate in kind thus preventing purchases of U.S. goods and trade

II. Credit too easy

A. Money was plentiful and cheap; the Federal Reserve Board kept interest rates low

B. Too much borrowing

C. Too much installment buying

D. Banks made unsound loans resulting in bank failures that wiped out savings of large numbers of depositors

III. Overexpansion in industry

A. Industrial plants had been overbuilt during boom years

B. Overproduction of goods beyond market demand caused larger inventories of goods than could be sold.

IV. Agricultural depression following World War I

A. More land had been put into crop production than was needed during peace time

B. Overproduction caused large agricultural surpluses

C. Farm prices and income declined and consequently so did farm purchases of manufactured goods.

D. Many farmers had gone into debt and mortgaged their farms

V. Unsound stock-market practices

A. Too many people wanted to "get rich quick" which caused over-speculation in stocks

B. Too much buying on "margin" (credit)

C. Stock prices too high relative to return on investment

VI. Labor-saving machines

A. Fewer and fewer men produced more and more goods

B. Technological unemployment resulted

C. Unemployed could not buy manufactured goods

VII. Profits too large compared to wages

A. Prices were too high

B. Wages failed to rise sufficiently to keep up with high prices

C. Thus wage earners could not afford to buy enough of the goods they produced

VIII. Political unrest throughout the world

A. Rise of Mussolini and Hitler

B. Japanese designs to conquer Manchuria in China

C. Problem of war debts and reparations in Europe

D. Agitation for independence in India

E. War between Bolivia and Paraguay

TIMETABLE OF AXIS AGGRESSION, 1931-1939

1931-32 -- Seizure of Manchuria from China by Japan

1934 -- Germany threatens to annex Austria

1935 -- Germany annexes the Saar Basin

1935 -- German rearmament; Germany reintroduces military conscription in violation of the Treaty of Versailles

1935 -- Italy's conquest of Ethiopia

1936 -- Germany's remilitarization of the Rhineland (also violates Treaty of Versailles)

1936 -- Formation of Rome-Berlin Axis

1936 -- Recognition of Francisco Franco in Spain by Germany and Italy along with military aid to Franco during Spanish Civil War

1937 -- Japan's renewed attack on and invasion of China

1937 -- Hitler demands recovery of the old German colonies

1937 -- Rome-Berlin-Tokyo Axis formed

March 1938 -- Germany invades Austria; German "Anschluss" (union) with Austria proclaimed

1938 -- Hitler demands Sudentenland (a part of Czechoslovakia)

September 1938 --MUNICH Conference -- APPEASEMENT of Hitler by the Allies: Hitler given Sudetenland

March 1939 -- Fall of Czechoslovakia: Hitler seizes the rest of Czechoslovakia

March 1939 -- Hitler occupies the Port of Memel on the Baltic Sea

April 1939 -- Italy's conquest of Albania

April 1939 -- Germany demands the Polish Corridor and the Port of Danzig

Aug. 21, 1939 -- Nazi-Soviet Non-Aggression Pact

Sept. 1, 1939 -- Germany invades Poland; World War II begins

WORLD WAR II ALLIED CONFERENCES

1. Atlantic Charter, Aug. 14, 1941

   Present: FDR, Churchill

   Decision: War aims stated

2. Washington Conference, Dec. 1941

   Present: FDR, Churchill

   Decision: War in Europe to be given priority over war with Japan

3. Casablanca Conference, Jan. 1943

   Present: FDR, Churchill

   Decisions:

   a. Declared war to be fought until "unconditional surrender" of enemy
   b. Agreed on principle of a second front but not on the location of it
   c. Dwight D. Eisenhower made supreme commander of North African theater

4. Moscow Conference, Oct. 1943

   Present: Foreign Ministers of U.S., Britain, U.S.S.R.

   Decisions:

   a. Agreed on principle of a United Nations organization
   b. Stalin promised Russia would enter war against Japan after defeat of Germany
   c. European Advisory Commission set up for formulating postwar policy for Germany

5. Anglo-American Conference, May 1943

   Present: FDR, Churchill, & Combined Chiefs of Staff

   Decisions:

   a. Date of Normandy invasion set for May 1, 1944

b. Acquistion of Azores authorized for military bases by negotiation with Portugal or by seizure if necessary

6. First Cairo Conference, Nov. 1943

Present: FDR, Churchill, Chiang Kai-shek

Decisions:

a. War in Pacific to be fought until unconditional surrender of Japan
b. Japan to be deprived after war of all her Pacific Islands acquired since 1914
c. All lands taken by Japan from China to be returned
d. Korea should be free and independent

7. Second Cairo Conference, Dec. 1943

Present: FDR, Churchill, Ismet Inonu (President of Turkey)

Decision: Eisehower given command of invasion of Europe

8. Teheran Conference, Now. - Dec., 1943

Present: FDR, Churchill, Stalin ("Big Three")

a. Plans made for invasion of Europe
b. Stalin affirms promise to enter war against Japan

9. Washington Conference, Nov. 1943

Present: Representatives from 44 nations

Decision: United Nations Relief & Rehabilitation Administration (UNRRA) created to deal with hunger and disease in devastated Europe and Far East after the war and start rebuilding

10. Bretton Woods Conference, July 1944

Present: Representatives of 45 nations

Decisions:

a. International Bank for Reconstruction and Development set up
b. International Monetary Fund set up

11. Dumbarton Oaks Conference, Aug. - Oct. 1944

Present: Representatives of U.S., Britain, U.S.S.R., and China

Decision: Draft charter of the United Nations drawn up

12. Yalta Conference, Feb. 1945

Present: FDR, Churchill, Stalin

Decisions:

a. U.S.S.R. promised return of territory taken from her in Russo-Japanese War in 1905 plus Kurile Islands
b. Poland to be compensated with territory from Germany
c. Russia given occupation zone in Korea

13. San Francisco Conference, April 25, 1945

Present: Delegates of 50 nations

Decision: United Nations organized

14. European Advisory Commission, June 1945

Decision: Germany to be divided into four zones with Berlin to be under four-power control of U.S., Britain, France, and U.S.S.R.

15. Potsdam Conference, July 1945

Present: Truman, Attlee, Stalin

Decisions:

a. Council of Foreign Ministers of Big Four to draft treaties with defeated European
b. German economy was to be decentralized

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QUOTATIONS FROM WINSTON S. CHURCHILL

"We shall defend every village, every town and every city. The vast mass of London itself, fought street by street, could easily devour and entire hostile army; and we would rather see London laid in ruins and ashes than that it should be tamely and abjectly enslaved."

"The English-speaking peoples through their unwisdom, carelessness, and good nature allowed the wicked to rearm."

"I have nothing to offer but blood, toil, tears and sweat."

"Decided only to be undecided, resolved to be irresolute, adamant for drift, solid for fluidity, all-powerful to be impotent."

"For each and for all, as for the Royal Navy, the watchword should be, 'Carry on, and dread nought.'"

"Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say: 'This was their finest hour.'"

"I got into my bones the essential structure of the ordinary British sentence---which is a noble thing."

"Victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival."

"Dictators ride to and fro upon tigers which they dare not dismount. And the tigers are getting hungry."

"This wicked man Hitler, the repository and embodiment of many forms of soul-destroying hatred, this monstrous product of former wrongs and shame."

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QUOTATIONS FROM WINSTON S. CHURCHILL --- continued

"In War: Resolution. In defeat: Defiance. In Victory: Magnanimity. In Peace: Good Will."

"Never in the field of human conflict was so much owed by so many few."

"The Great Democracies triumphed, and so were able to resume the follies which had so nearly cost them their life."

"An iron curtain has descended across the Continent."

"The late M. Venizelos observed that in all her wars England---he should have said Britain, of course---always wins one battle--the last."

"Death and sorrow will be the companions of our journey; hardship our garment; constancy and valor our only shield. We must be united, we must be undaunted, we must be inflexible."

"I cannot forecast to you the action of Russia. It is a riddle wrapped in a mystery inside an enigma."

"The British people held the fort ALONE till those who hitherto had been half blind were half ready."

"Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."

RESULTS OF WORLD WAR II

1. Economic:

   a. The war -- the most costly in history -- exacted military expenditures of over $1,100 billion and caused property damage of over $230 billion.
   b. European and Asian nations, ravaged by military action, faced difficult problems of economic recovery.
   c. The Communist economic system spead from Russia to eastern and central Europe, and to several Asian nations.

2. Social:

   a. The war -- the most destructive in history -- left over 22 million servicemen and civilians dead, and over 34 million wounded. For the United States alone, the dead and wounded totaled over one million.
   b. Several million refugees and displaced persons, uprooted by the war, needed assistance to rebuild their shattered lives.

3. Political:

   a. Germany, Italy, and japan met complete military defeat, and their totalitarian systems were overthrown.

   b. The United States and Russia emerged as the major world powers and soon came into conflict, the cold war.

   c. Russia acquired an empire of Communist satellite nations.

   d. The Asian and African colonial peoples embraced intense nationalism and hastened the downfall of Western Imperialism.

   e. Great Britain and France declined as world powers and gradually relinquished major portions of their Empires.

   f. The atomic age brought the problem of achieving international control of atomic energy.

   g. To preserve peace, the Allies formed a new international organization, the United Nations.

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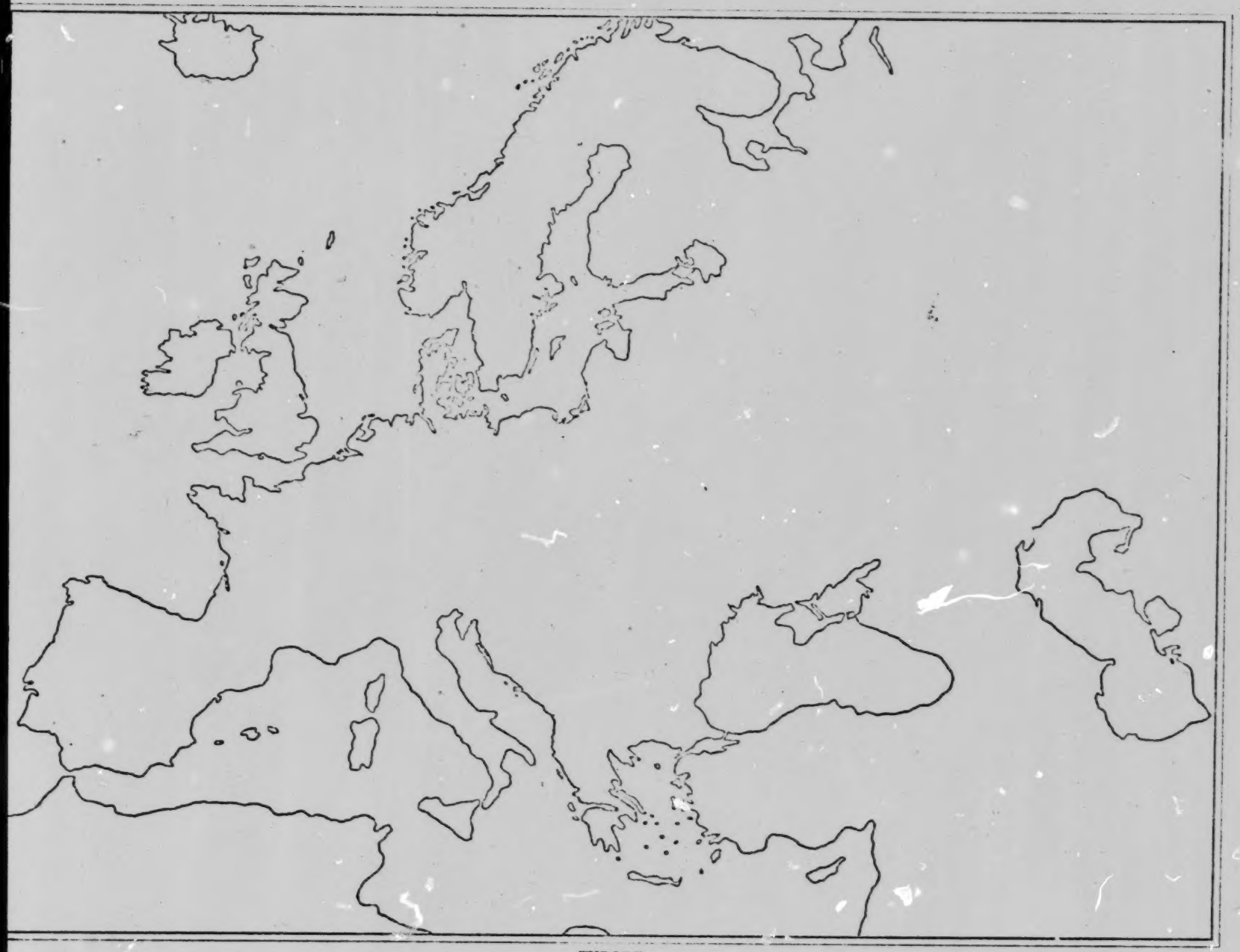

EUROPE

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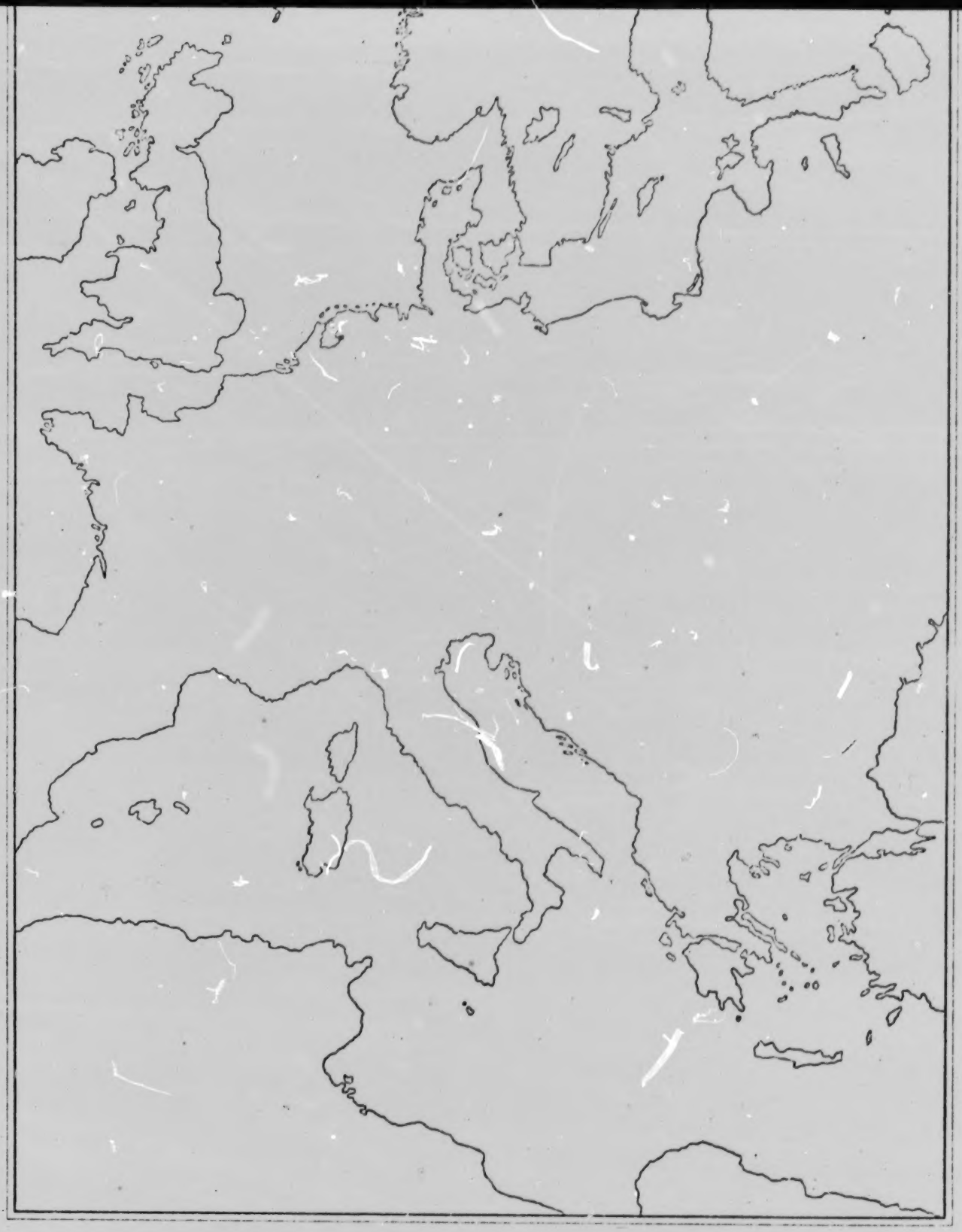

EUROPE

MEDITERRANEAN AREA

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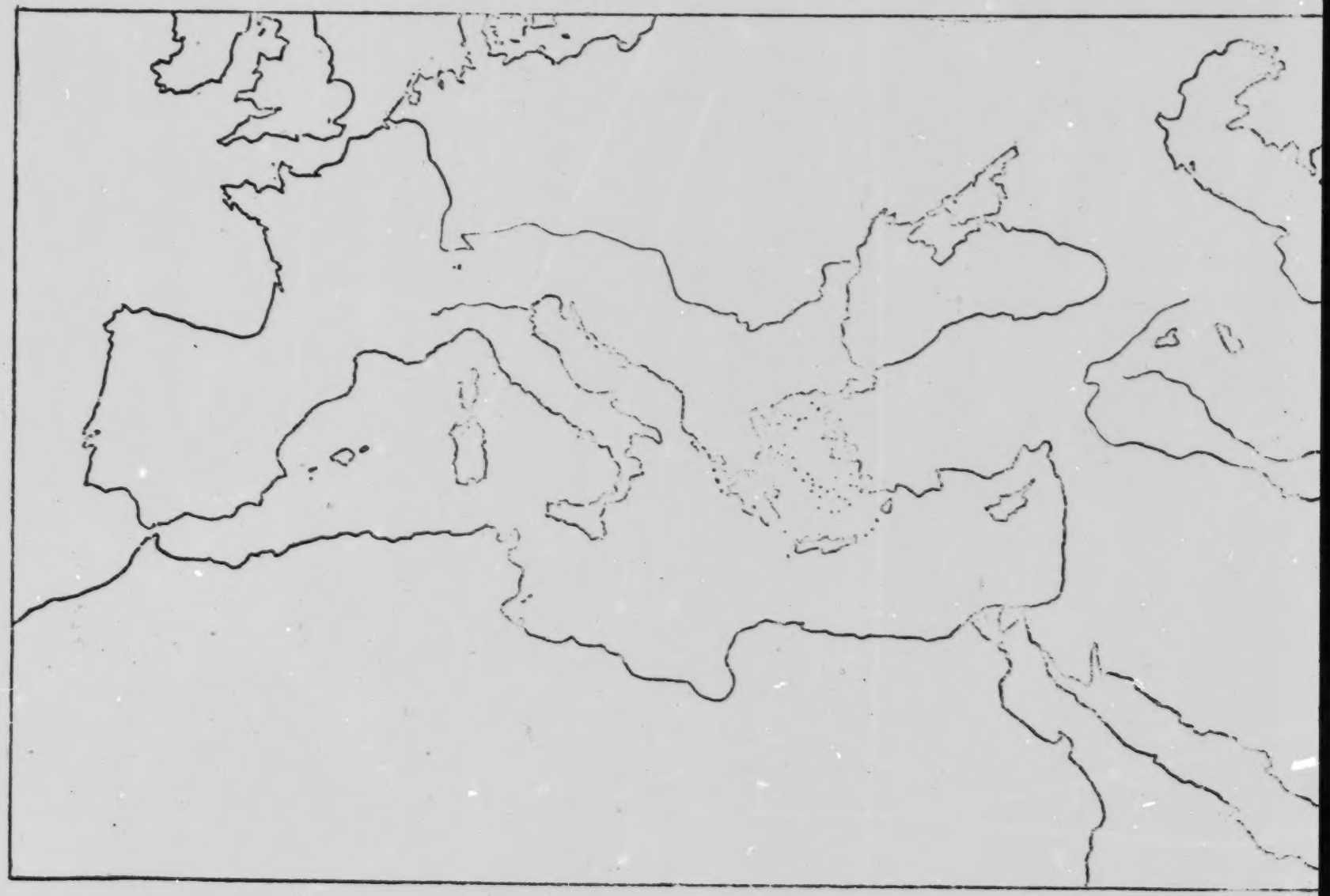

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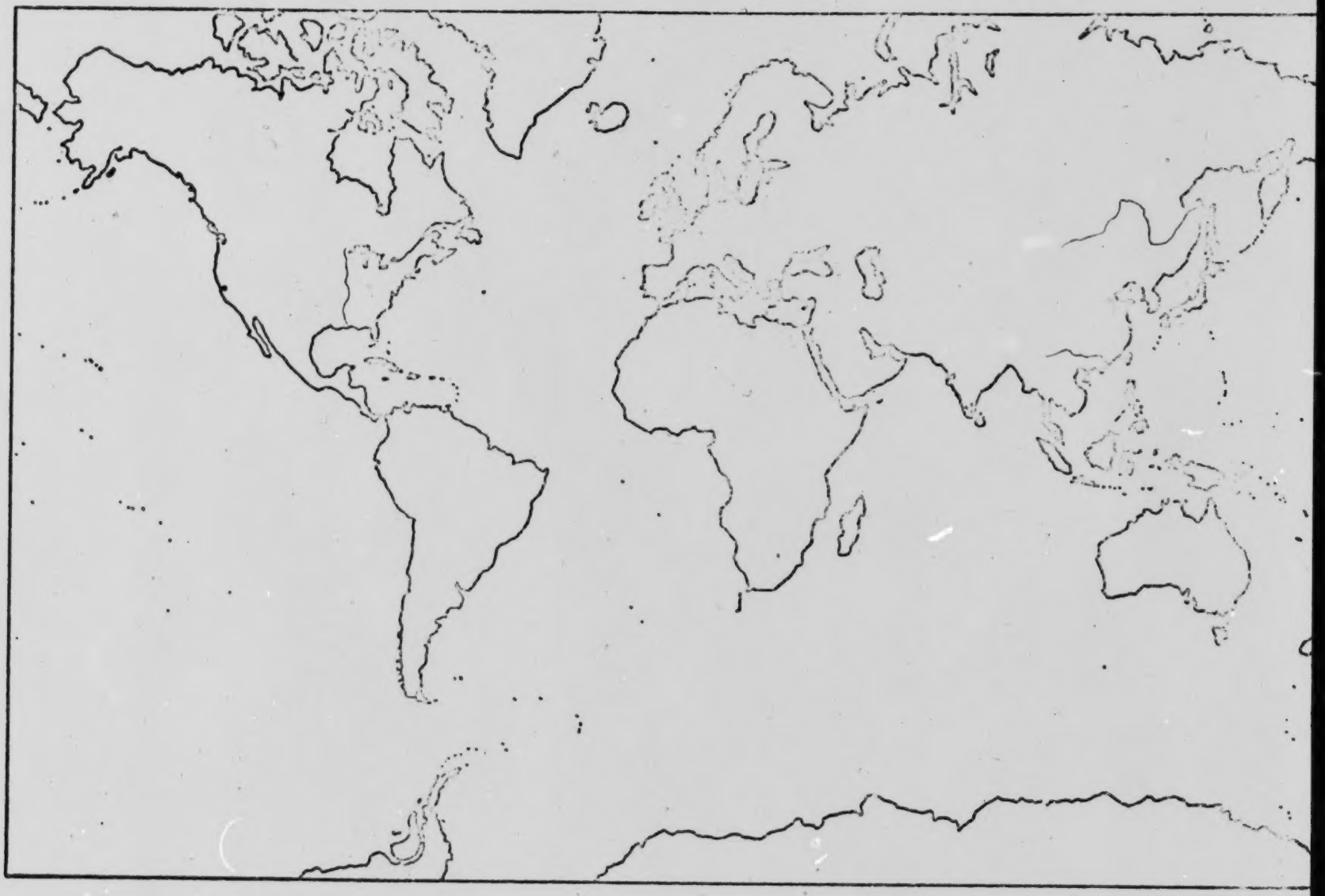

THE WORLD

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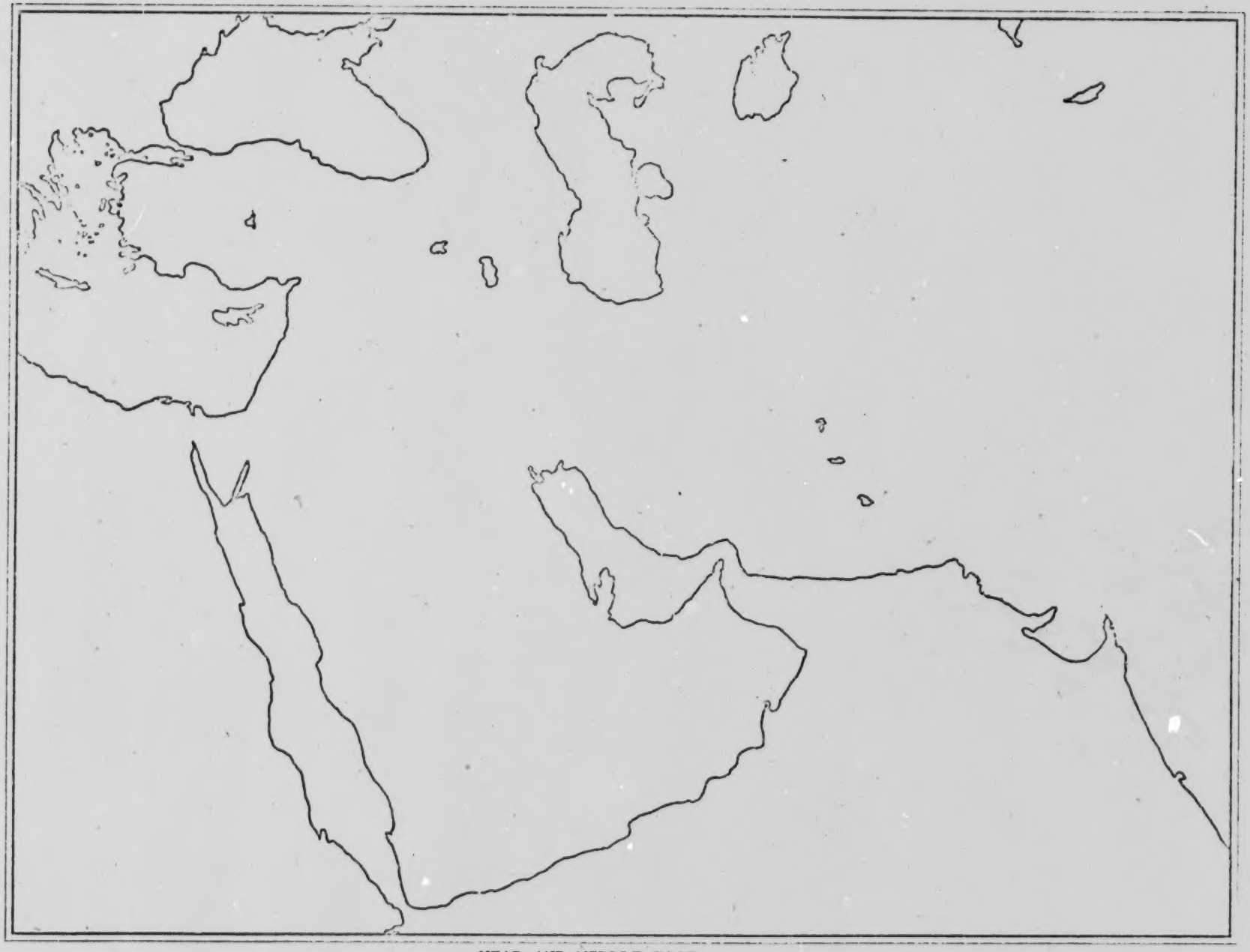

NEAR AND MIDDLE EAST

THE WORLD

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FAR EAST

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ASIA

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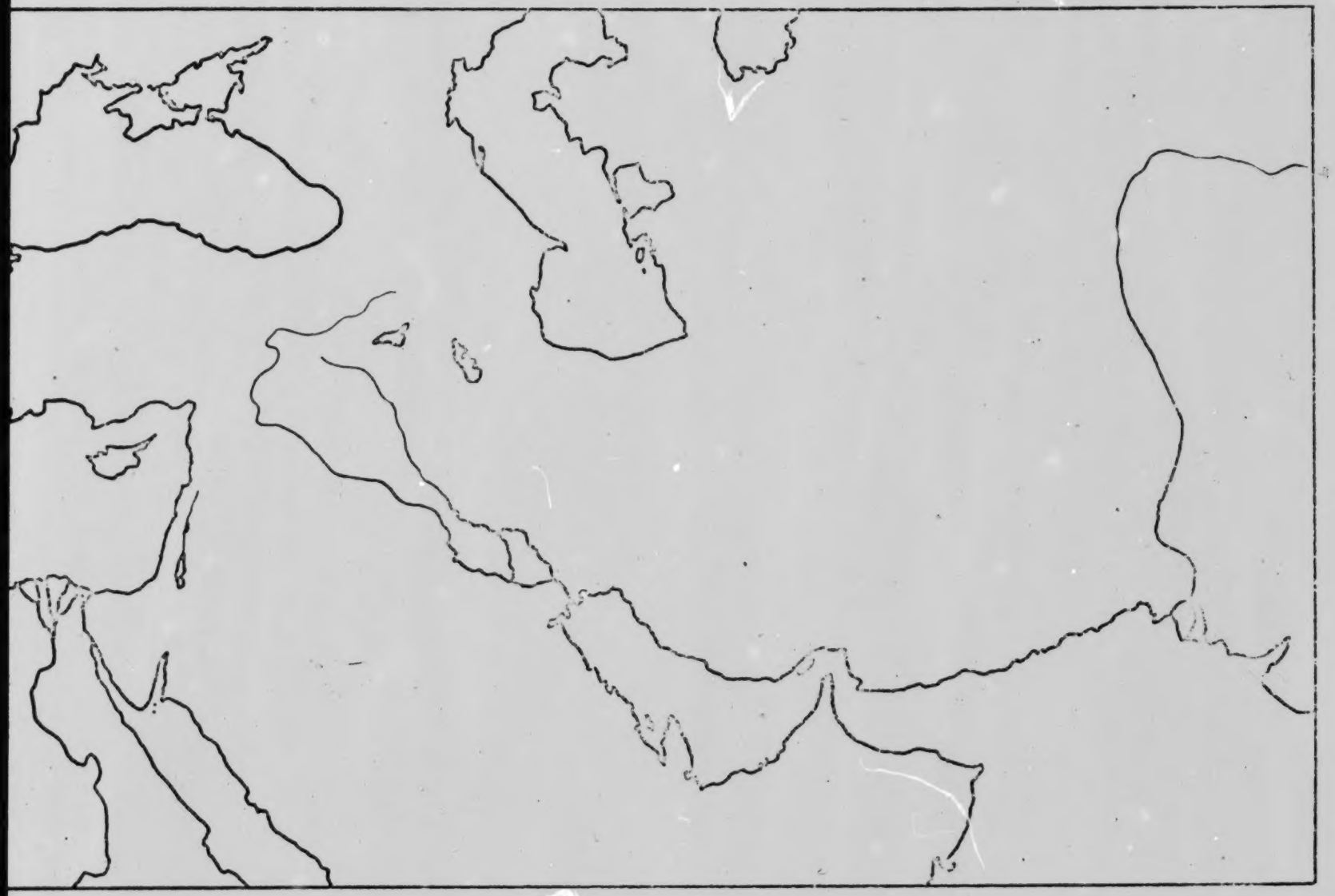

NEAR AND MIDDLE EAST

LATIN AMERICA

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1. Accounting Careers Council
National Distribution Center
Box 650, Radio City Station
New York, New York 10019

2. Actors' Equity Association
165 West 46th Street
New York, New York 10036

3. Administrative Management Society
Maryland Road
Willow Grove, Pennsylvania 19090

4. Air Line Dispatchers Association
929 West Broad Street
Falls Church, Virginia 22046

5. Air Traffic Control Association
525 School Street S.W.
Washington, D.C. 20024

6. Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

7. Allied Artists of America
1083 Fifth Avenue
New York, New York 10028

8. Amalgamated Meat Cutters and Butchers
Workmen of North America
2800 North Sheridan Road
Chicago, Illinois 60614

9. American Angus Association
3201 Frederich Boulevard
St. Joseph, Missouri 64506

10. American Artists Professional League
112 East 19th Street
New York, New York 10003

11. American Association for Inhalation
Therapy
3554 Ninth Street
Riverside, California 92501

12. American Association for the Advancement
of Science
Section D
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005

13. American Association of Junior
Colleges
1315 Sixteenth Street N.W.
Washington, D.C. 20036

14. American Association of University
Professors
1 Dupont Circle
Washington, D.C. 20036

15. American Astronomical Society
Yale University Observatory
New Haven, Connecticut 06520

16. American Bankers Association
90 Park Avenue
New York, New York 10016

17. American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

18. American Chemical Society
1155 Sixteenth Street, N.W.
Washington, D.C. 20036

19. American Conference of Governmental
Industrial Hygenists
1014 Broadway
Cincinnati, Ohio 45202

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21. American Correctional Association
P.O. Box 10176, Woodridge Station
Washington, D.C. 20018

22. American Council of Education
1 Dupont Circle
Washington, D.C. 20036

23. American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

24. American Economic Association
629 Noyes Street
Evanston, Illinois 60201

25. American Farm Bureau Federation
1000 Merchandise Mart
Chicago, Illinois 60654

26. American Federation of Teachers
1012 Fourteenth Street, N.W.
Washington, D.C. 20005

27. American Federation of Television and Radio Artists
724 Fifth Avenue
New York, New York 10019

28. American Geological Institute
1444 N. Street, N.W.
Washington, D.C. 20005

29. American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

30. American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

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31. American Glassware Association
60 East 42d Street
New York, New York 10017

32. American Guild of Variety Artists
551 Fifth Avenue
New York, New York 10017

33. American Hereford Association
Hereford Drive
Kansas City, Missouri 64105

34. American Historical Association
400 A Street S.E.
Washington, D.C. 20003

35. American Industrial Hygiene Associat
25711 Southfield Road
Southfield, Michigan 48075

36. American Institute of Aeronautics a
Astronautics
1290 Avenue of the Americas
New York, New York 10019

37. American Institute of Certified Publ
Accountants
666 Fifth Avenue
New York, New York 10019

38. American Institute of Chemists
60 East 42d Street
New York, New York 10017

39. American Institute of Nutrition
9650 Rockville Pike
Bethesda, Maryland 200014

40. American Institute of Physics
335 East 45th Street
New York, New York 10017

41. American Iron and Steel Institute
150 East 42nd Street
New York, New York 10017

42. American Library Association
50 East Huron Street
Chicago, Illinois 60611

43. American Mathematical Society
P.O. Box 6248
Providence, Phode Island 02904

44. American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

45. American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

46. American Medical Women's Association
1740 Broadway
New York, New York 10019

47. American Medical Writers Association
c/o Charles Roland, M.D.
Mayo Clinic
Rochester, Minnesota 55901

48. American Mining Congress
1200 Eighteenth Street N.W.
Washington, D.C. 20036

49. American Music Conference
3505 East Kilgore Road
Kalamazoo, Michigan 49002

50. American National Cattlemen's Association
801 East 17th Avenue
Denver, Colorado 80218

51. American National Theatre and Academy
245 West 52nd Street
New York, New York 10019

52. American Newspaper Guild
1126 Sixteenth Street, N.W.
Washington, D.C. 20036

53. American Nuclear Society
244 East Ogdin Avenue
Hinsdale, Illinois 60521

54. American Nurses' Association
10 Columbus Circle
New York, New York 10019

55. American Paper Institute
260 Madison Avenue
New York, New York 10016

56. American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

57. American Political Science Association
1527 New Hampshire Avenue N.W.
Washington, D.C. 20036

58. American Psychiatric Association
1700 18th Street, N.W.
Washington, D.C. 20009

59. American Psychoanalytic Association
1 East 57th Street
New York, New York 10022

60. American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

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61. American Public Health Association
1790 Broadway
New York, New York 10019

62. American Public Welfare Association
1313 East 60th Street
Chicago, Illinois 60637

63. American Registry of Inhalation Therapists
Executive Director
Strong Memorial Hospital
260 Crittenden Boulevard
Rochester, New York 14642

64. American Rehabilitation Committee
28 East 21st Street
New York, New York 10010

65. American Rehabilitation Counseling Association
1605 New Hampshire Avenue N.W.
Washington, D.C. 20009

66. American School Counselor Association
(Division of American Personnel and Guidance Association)
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

67. American Society for Public Administration
1225 Connecticut Avenue N.W.
Washington, D.C. 20036

68. American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

69. American Society of Medical Technologists
Hermann Professional Building
Houston, Texas 77025

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70. American Society of Naval Engineers
1012 Fourteenth Street, N.W.
Washington, D.C. 20005

71. American Translators' Association
P.O. Box 489 Madison Square Station
New York, New York 10010

72. American Women's Society of Certifie
Public Accountants
327 South LaSalle Street
Chicago, Illinois 60604

73. ANA-NLN Nursing Careers Program
American Nurses' Association
10 Columbus Circle
New York, New York 10019

74. Associated General Contractors of America
1957 E. Street N.W.
Washington, D.C. 20006

75. Associated General Contractors of America
20th and E Streets, N.W.
Washington, D.C. 20036

76. Association of American Law Schools
1521 New Hampshire Avenue N.W.
Washington, D.C. 20036

77. Association of American Medical Coll
2530 Ridge Avenue
Evanston, Illinois 60201

78. Authors Guild
6 East 39th Street
New York, New York 10016

79. Automobile Manufactures Association
320 New Center Building
Detroit, Michigan 48202

80. Aviation/Space Writers Association
c/o Ed Pipp
Detroit News
615 Lafayette Boulevard
Detroit, Michigan 48231

81. B'nai B'rith Vocational Service
1640 Rhode Island Avenue N.W.
Washington, D.C. 20036

82. Bricklayers, Masons and Plasterirs'
International Union of America
815 Fifteenth Street N.W.
Washington, D.C. 20005

83. Bureau of Apprenticeship and Training
U.S. Department of Labor
1730 M Street N.W.
Washington, D.C. 20036

84. Commercial Telegraphers' Union
1025 Dupont Circle
Washington, D.C. 20036

85. Communications Workers of America
1808 Adams Mill Road, N.W.
Washington, D.C. 20001

86. Council for the Advancement of Science
Writing
201 Christie Street
Leonia, New Jersey 07605

87. Council on Hotel, Restaurant and Institutional
Education
Statler Hall
Sthaca, New York 14850

88. Dairy Employes' Union, IBT
205 West Wacker Drive
Chicago, Illinois 60666

89. Dairy Research, Incorporated
120 Eastman Building
Arlington Heights, Illinois 60004

90. Education Council of the Graphic Arts
Industry
1411 K Street N.W.
Washington, D.C. 20005

91. Engineers' Council for Professional
Development
345 East 47th Street
New York, New York 10017

92. Federal Aviation Administration
800 Independence Avenue, S.W.
Washington, D.C. 20590

93. General Adjustment Bureau
123 William Street
New York, New York 10038

94. Glass Bottle Blowers Association of
the United States and Canada
226 South 16th Street
Philadelphia, Pennsylvania 19102

95. Glass Container Manufactures Institute
330 Madison Avenue
New York, New York 10017

96. Health Careers Council of Illinois
410 North Michigan Avenue
Chicago, Illinois 60611

97. Hotel and Restaurant Employers and
Bartenders International Union
6 East Fourth Street
Cincinnati, Ohio 45202

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98. Industrial Designers Society of America
60 West 55th Street
New York, New York 10019

99. Industrial Health Foundation
5231 Center Avenue
Pittsburg, Pennsylvania 15232

100. Institute of Electrical and Electronics Engineers
345 East 47th Street
New York, New York 10017

101. Institute of International Education
809 UN Plaza
New York, New York 10017

102. Institute of Life Insurance
277 Park Avenue
New York, New York 10017

103. Wnsurance Information Institute
110 William Street
New York, New York 10038

104. International Association of Chiefs of Police
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

105. International Association of Fire Fighters (AFL-CIO)
905 Sixteenth Street N.W.
Washington, D.C. 20006

106. International Association of Machinists and Aerospace Workers
1300 Connecticut Avenue N.W.
Washington, D.C. 20006

107. International Brotherhood of Electrical Workers
1200 Fifteenth Street N.W.
Washington, D.C. 20005

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108. International Chemical Workers Union
1659 West Market Street
Akron, Ohio 44313

109. International Institute of Synthetic Rubber Producers
45 Rockefeller Plaza
New York, New York 10020

110. International Printing Pressmen and Assistants' Union of North America
1730 Rhode Island Avenue N.W.
Washington, D.C. 20036

111. International Typographical Union
P.O. Box 157
Colorado Springs, Colorado 80901

112. International Union of Electrical, Radio and Machine Workers
1126 Sixteenth Street N.W.
Washington, D.C. 20006

113. International Union, United Automobile Aerospace and Agricultural Implement Workers of America
8000 East Jefferson Avenue
Detroit, Michigan 48214

114. Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

115. Library Services Branch, Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202

116. Manufacturing Chemists' Association
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

117. Mathematical Association of America
1225 Connecticut Avenue N.W.
Washington, D.C. 20036

118. Menswear Retailers of America
1257 Munsey Building
Washington, D.C. 2004

119. Milk Industry Foundation
910 Seventeenth Street N.W.
Washington, D.C. 20006

120. National Aeronautics and Space Administration
Educational Programs Division (FE)
Washington, D.C. 20546

121. National Aerospace Education Council
815 Fifteenth Street N.W.
Washington, D.C. 20006

122. National Architectural Accrediting Board
521 Eighteenth Street, N.W.
Washington, D.C. 20006

123. National Association for Practical Nurse
Education and Service
1465 Broadway
New York, New York 10036

124. National Association of Broadcasters
1771 N Street N.W.
Washington, D.C. 20036

125. National Association of Independent Insurance
Adjusters
175 West Jackson Boulevard
Chicago, Illinois 60604

126. National Association of Home Builders
1625 L Street N.W.
Washington, D.C. 20036

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127. National Association of Life Underwriters
1922 F Street N.W.
Washington, D.C. 20006

128. National Association of Professional
Baseball Leagues
720 East Broad Street
Columbus, Ohio 43215

129. National Association of Public Insurance
Adjusters
1613 Munsey Building
Baltimore, Maryland 21202

130. National Association of Real Estate Boards
36 South Wabash Avenue
Chicago, Illinois 60603

131. National Association of Sanitarians
1550 Lincoln Street
Denver, Colorado 80203

132. National Association of School of Music
1 Dupont Circle N.W.
Washington, D.C. 20036

133. National Association of Science Writers
P.O. Box H
Sea Cliff, New York 11579

134. National Association of Theatre Owners
1501 Broadway
New York, New York 10036

135. National Basketball Association
2 Pennsylvania Plaza
New York, New York 10001

136. National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

ORGANIZATIONS FOR CAREER INFORMATION

137. National Coal Association
1130 Seventeenth Street N.W.
Washington, D.C. 20036

138. National Commission for Social Work Careers
2 Park Avenue
New York, New York 10016

139. National Conference of Police Associations
1609 Kenny Drive
Falls Church, Virginia 20040

140. National Council of Technical Schools
1507 M Street N.W.
Washington, D.C. 20005

141. National Council of Technical Schools
1835 K Street N.W.
Washington, D.C. 20006

142. National Council of the Churches of Christ in the U.S.A.
Department of Ministry
475 Riverside Drive
New York, New York 10027

143. National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010

144. National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

145. National Education Association
1201 Sixteenth Street N.W.
Washington, D.C. 20036

146. National Electrical Contractors Association
610 Ring Building
Washington, D.C. 20036

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147. National Fire Protection Associatio
60 Batterymarch Street
Boston, Massachusetts 02160

148. National Football League
410 Park Avenue
New York, New York 10022

149. National Foreign Trade Council
10 Rockefeller Plaza
New York, New York 10020

150. National Funeral Directors Associat
135 West Wells Street
Milwaukee, Wisconsin 53203

151. National Institute of Meat Packing
188 West Randolph Street
Chicago, Illinois 60601

152. National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

153. National Machine Tool Builders Association
2139 Wisconsin Avenue
Washington, D.C. 20007

154. National Music Council
2109 Broadway
New York, New York 10023

155. National Rehabilitation Association
1522 K Street N.W.
Washington, D.C. 20005

156. National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

157. National Retail Merchants Association
100 West 31st Street
New York, New York 10001

158. National Selected Morticians
1616 Central Street
Evanston, Illinois 60201

159. National Society of Professional Engineers
2029 K Street N.W.
Washington, D.C. 20006

160. New Dramatists Committee
130 West 56th Street
New York, New York 10019

161. North American Judges Association
1401 Pennsylvania Avenue N.W.
Washington, D.C. 20004

162. Oak Ridge Institute of Nuclear Studies
P.O. Box 117
Oak Ridge, Tennessee 37831

163. Office for Recruitment
American Library Association
50 East Huron Street
Chicago, Illinois 60611

164. Oil, Chemical and Atomic Workers International Union
P.O. Box 2812
Denver, Colorado 80201

165. Operative Plasterers' and Cement Masons' International Association
1125 Seventeenth Street N.W.
Washington, D.C. 20036

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166. Organization of American Historians
c/o David E. Miller
Department of History
University of Utah
Salt Lake City, Utah 84112

167. Personnel and Training Division
Federal Highway Administration
Washington, D.C. 20591

168. Professional Air Traffic Controllers Organization
1725 K Street N.W.
Washington, D.C. 20006

169. Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

170. Registry of Medical Technologists of the American Society of Clinical Pathologists
Box 4872
Chicago, Illinois 60680

171. Rehabilitation Services Administration
Department of Health, Education, and Welfare
Washington, D.C. 20201

172. Retail Clerks International Association
Connecticut Avenue and DeSales Street, N.W.
Washington, D.C. 20036

173. Rubber Manufacturers Association
444 Madison Avenue
New York, New York 10022

174. Screen Actors Guild
7750 Sunset Boulevard
Hollywood, California 90046

175. Serra International
22 West Monroe Street
Chicago, Illinois 60603

176. Shipbuilders Council of America
1730 K Street N.W.
Washington, D.C. 20006

177. Society for Industrial and Applied Mathematic
33 South 17th Street
Philadelphia, Pennsylvania 19103

178. Society of American Archivists
University of Michigan
Rackham Building
Ann Arbor, Michigan 48104

179. Society of American Registered Architects
1821 Jefferson Place, N.W.
Washington, D.C. 20036

180. Society of Authors' Representatives
101 Park Avenue
New York, New York 10017

181. Society of Exploration Geophysicists
Box 3098
Tulsa, Oklahoma 74101

182. Society of Naval Architects and Marine Engineers
74 Trinity Place
New York, New York 10006

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183. Society of Petroleum Engineers of A
6200 North Central Expressway
Dallas, Texas 75206

184. Special Libraries Association
235 Park Avenue South
New York, New York 10003

185. Technical Association of the Pulp and Paper Industry
360 Lexington Avenue
New York, New York 10017

186. The American Institute of Architect
1735 New York Avenue N.W.
Washington, D.C. 20006

187. The Dramatists Guild
6 East 39th Street
New York, New York 10016

188. United Automobile Aerospace and Agricultural Implement Workers of A
8000 East Jefferson Street
Detroit, Michigan 48214

189. United Fresh Fruit and Vegatable As
777 Fourteenth Street N.W.
Washington, D.C. 20005

190. United Glass & Ceramic Workers of N
America
556 East Town Street
Columbus, Ohio 43215

191. United Mine Workers of America
900 Fifteenth Street N.W.
Washington, D.C. 20005

192. United Packinghouse, Food and Allied Workers
608 South Dearborn Street
Chicago, Illinois 60605

193. United Rubber, Cork, Linoleum, and Plastic Workers of America
87 South High Street
Akron, Ohio 44308

194. United Steel Workers of America
1500 Commonwealth Building
Pittsburgh, Pennsylvania 15222

195. U.S. Atomic Energy Commision
Division of Labor Relations
Washington, D.C. 20545

196. U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

197. U.S. Geological Survey
Department of the Interior
Washington, D.C. 20242

198. Vegetable Growers Association of America
1616 H Street N.W.
Washington, D.C. 20006

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PERIODICALS FOR CAREER INFORMATION

1. ALA Bulletin
   50 East Huron Street
   Chicago, Illinois 60611

2. Accounting Review
   College of Business Administration
   University of Texas
   Austin, Texas 78712

3. American Artist
   165 West 46th Street
   New York, New York 10036

4. American Association for Inhalation Therapy Bulletin
   4075 Main Street
   Riverside, California 92501

5. American Association of University Professors Bulletin
   1 Dupont Circle
   Washington, D.C. 20036

6. American Aviation
   American Aviation Publications, Inc.
   1001 Vermont Avenue N.W.
   Washington, D.C. 20005

7. American Beef Producer
   801 East 17th Avenue
   Denver, Colorado 80218

8. American Bar Association Journal
   1155 East 60th Street
   Chicago, Illinois 60637

9. American Dairy Review
   850 Third Avenue
   New York, New York 10022

10. American Forests
    919 Seventeenth Street N.W.
    Washington, D.C. 20006

11. American Fruit Grower
    37841 Euclid Avenue
    Willoughby, Ohio 44094

12. American Glass Review
    23 East 26th Street
    New York, New York 10010

13. American Heritage
    551 Fifth Avenue
    New York, New York 10017

14. American Historical Review
    866 Third Avenue
    New York, New York 10022

15. American Industrial Hygiene Association Journal
    35711 Southfield Road
    Southfield, Michigan 48075

PERIODICALS FOR CAREER INFORMATION

16. American Insurance Digest
175 West Jackson Boulevard
Chicago, Illinois 60604

17. American Journal of Correction
P.O. Box 10176, Woodridge Station
Washington, D.C. 20018

18. American Journal of Medical Technology
Hermann Professional Building
Houston, Texas 77025

19. American Journal of Nursing
10 Columbus Circle
New York, New York 10019

20. American Journal of Psychiatry
1700 18th Street N.W.
Washington, D.C. 20009

21. American Journal of Public Health
1790 Broadway
New York, New York 10019

22. American Mathematical Monthly
1225 Connecticut Avenue N.W.
Washington, D.C. 20036

23. American Political Science Review
1527 New Hampshire Avenue N.W.
Washington, D.C. 20036

24. American Psychologist
1200 Seventeenth Street N.W.
Washington, D.C. 20036

25. American Teacher
1012 Fourteenth Street N.W.
Washington, D.C. 20005

26. American Translator
P.O. Box 489, Madison Square Station
New York, New York 10010

27. American Vegetable Grower
37841 Euclid Avenue
Willoughby, Ohio 44094

28. Astronautics and Aeronautics
1290 Avenue of the Americas
New York, New York 10019

29. Automotive Industries
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

30. Aviation Week
330 West 42d Street
New York, New York 10036

31. Aviation Week and Space Technology
Mc Graw Hill Publishing Company
330 West 42nd Street
New York, New York 10036

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PERIODICALS FOR CAREER INFORMATION

32. Bankers Monthly
P.O. Box 7600
Chicago, Illinois 60680

33. Banking
90 Park Avenue
New York, New York 10016

34. Bedside Nurse
250 West 57th Street
New York, New York 10019

35. Best's Fire and Casualty Insurance News
75 Fulton Street
New York, New York 10038

36. Better Fruit
1313 Southeast Twelfth Avenue
Portland, Oregon 97241

37. Better Selling
221 North La Salle Street
Chicago, Illinois 60601

38. Better Theatres
1270 Avenue of the Americas
New York, New York 10020

39. Blast Furnace and Steel Plant
Steel Publication, Inc.
624 Grant Building
Pittsburgh, Pennsylvania 15230

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40. Boxoffice
825 Van Brunt Boulevard
Kansas City, Missouri 64124

41. Broadcasting
1735 De Sales Street N.W.
Washington, D.C. 20006

42. Building Construction
5 South Wabash Avenue
Chicago, Illinois 60603

43. Bulletin of Atomic Scientists
935 East 60th Street
Chicago, Illinois 60637

44. Bulletin of the General Contractors Association
220 East 42d Street
New York, New York 10017

45. Bulletin of the Geological Society of America
Box 1719
Boulder, Colorado 80302

46. Casket and Sunnyside
114 East 32d Street
New York, New York 10016

47. Chemical and Engineering News
1155 Sixteenth Street N.W.
Washington, D.C. 20036

PERIODICALS FOR CAREER INFORMATION

48. Chemical Technology
1155 Sixteenth Street N.W.
Washington, D.C. 20036

49. Chemical Week
1301 Avenue of the Americas
New York, New York 10019

50. Chemical Week
330 West 42d Street
New York, New York 10036

51. Citrus World
P.O. Box 823
Winterhaven, Florida 33880

52. Civil Engineering
345 East 47th Street
New York, New York 10017

53. Coal Age
330 West 42d Street
New York, New York 10036

54. Commercial Telegraphers' Journal
8605 Cameron Street
Silver Spring, Maryland 20900

55. Communication News
402 West Liberty Drive
Wheaton, Illinois 60187

56. Concrete Masonry Review
239 South Robertson Boulevard
Beverly Hills, California 90212

57. Constructor
1957 E. Street N.W.
Washington, D.C. 20006

58. Crime and Delinquency
44 East 23d Street
New York, New York 10010

59. Current History
1822 Ludlow Street
Philadelphia, Pennsylvania 19103

60. Current Science
55 High Street
Middletown, Connecticut 06458

61. Daily Variety
6404 Sunset Boulevard
Hollywood, California 90028

62. Dairy Record
141 East Fourth Street
St. Paul, Minnesota 55101

63. Editor and Publisher
850 Third Avenue
New York, New York 10022

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PERIODICALS FOR CAREER INFORMATION

64. Electrical Construction and Maintenance
330 West 42d Street
New York, New York 10036

65. Electrical Workers Journal
1200 Fifteenth Street, N.W.
Washington, D.C. 20005

66. Engineer
345 East 47th Street
New York, New York 10017

67. Equity
165 West 46th Street
New York, New York 10036

68. Firemen
60 Batterymarch Street
Boston, Massachusetts 02110

69. Flight Magazine
2700 North Haskell Street
Dallas, Texas 75204

70. Flying
1 Park Avenue
New York, New York 10016

71. Future Teachers of America Newsletter
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

72. Geophsics
Society of Exploration Geophysicists
Box 3098
Tulsa, Oklahoma 74101

73. Geo Times
2201 M Street N.W.
Washington, D.C. 20037

74. Glass Digest
15 East 40th Street
New York, New York 10016

75. Glass Industry
777 Third Avenue
New York, New York 10017

76. Graphic Arts Monthly
7373 North Lincoln Avenue
Lincolnwood, Illinois 60646

77. Higher Education and National Affairs
1 Dupont Circle
Washington, D.C. 20036

78. Hoard's Dairyman
28 Milwaukee Avenue
Fort Arkinson, Wisconsin 53538

79. Hospitality Magazines
5 South Wabash Avenue
Chicago, Illinois 60603

PERIODICALS FOR CAREER INFORMATION

80. Hydrocarbon Processing and Petroleum Refiner
3301 Allen Parkway
Houston, Texas 77019

81. Industrial and Engineering Chemistry
1155 Sixteenth Street N.W.
Washington, D.C. 20036

82. Industrial Design
18 East 50th Street
New York, New York 10022

83. Industrial Hygiene Digest
5231 Centre Avenue
Pittsburgh, Pennsylvania 15232

84. Inland Printer-American Lithographer
300 West Adams Street
Chicago, Illinois 60606

85. Institutions Magazines
1801 South Prairie Avenue
Chicago, Illinois 60616

86. Insurance
232 Madison Avenue
New York, New York 10016

87. International Fire Fighter
905 Sixteenth Street N.W.
Washington, D.C. 20006

88. Iron Age
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

89. Journal of Accountancy
666 Fifth Avenue
New York, New York 10019

90. Journal of Air Traffic Control
525 School Street S.W.
Washington, D.C. 20024

91. Journal of Architectural Education
Association of Collegiate Schools of Architecture
521 Eighteenth Street N.W.
Washington, D.C. 20006

92. Journal of Chemical Education
500 Fifth Avenue
New York, New York 10036

93. Journal of Environmental Health
1550 Lincoln Street
Denver, Colorado 80203

94. Journal of Geophysical Research
2100 Pennsylvania Avenue N.W.
Washington, D.C. 20037

95. Journal of Medical Education
2530 Ridge Avenue
Evanston, Illinois 60201

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PERIODICALS FOR CAREER INFORMATION

96. Journal of Petroleum Technology
6200 North Central Expressway
Dallas, Texas 75206

97. Journal of Rehabilitation
1522 K Street N.W.
Washington, D.C. 20005

98. Journal of Secondary Education
1705 Murchison Drive
Burlingame, California 94011

99. Journal of the American Concrete Institute
Box 4754, Redford Station
Detroit, Michigan 48219

100. Journal of the American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

101. Journal of the American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

102. Journal of the American Medical Women's Association
1740 Broadway
New York, New York 10019

103. Juilliard News Bulletin
The Juilliard School
Lincoln Center Plaza
New York, New York 10023

104. Laboratory Medicine
2100 West Harrison Street
Chicago, Illinois 60612

105. Literary Market Place (annual)
1180 Avenue of the Americas
New York, New York 10036

106. Marine Engineering/Log
350 Broadway
New York, New York 10013

.107. Marine Engineering/Log
30 Church Street
New York, New York 10007

108. Marine Technology
74 Trinity Place
New York, New York 10006

109. Meat
1 East 1st Street
Duluth, Minnesota 55810

110. Mining Congress Journal
1200 Eighteenth Street N.W.
Washington, D.C. 20036

PERIODICALS FOR CAREER INFORMATION

111. Modern Language Journal
13149 Cannes Drive
St. Louis, Missouri 63141

112. Motion Picture Exhibitor
317 North Broad Street
Philadelphia, Pennsylvania 19107

113. National 4-H News
59 East Van Buren Street
Chicago, Illinois 60605

114. National Future Farmer
Alexandria, Virginia 22306

115. National Future Farmer
Future Farmers of America
5630 Mt. Vernon Highway
Alexandria, Virginia 22309

116. National Sheriff
714 Transportation Building
Washington, D.C. 20006

117. National Underwriter
175 West Jackson Boulevard
Chicago, Illinois 60604

118. Nation's Agriculture
1000 Merchandise Mart
Chicago, Illinois 60654

119. Naval Engineers Journal
American Society of Naval Engineers
1012 Fourteenth Street N.W.
Washington, D.C. 20005

120. NEA Journal
1201 Sixteenth Street N.W.
Washington, D.C. 20036

121. Nuclear Engineering
111 Broadway
New York, New York 10006

122. Nuclear Science and Engineering
244 East Ogden Avenue
Hinsdale, Illinois 60521

123. Nursing Outlook
10 Columbus Circle
New York, New York 10019

124. Office
1200 Summer Street
Stanford, Connecticut 06904

125. Oil and Gas Journal
211 South Cheyenne Avenue
Tulsa, Oklahoma 74103

126. Paper Trade Journal
49 West 45th Street
New York, New York 10019

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PERIODICALS FOR CAREER INFORMATION

127. Petroleum Engineer
1309 Main Street
Dallas, Texas 75202

128. Physics Today
335 East 45th Street
New York, New York 10017

129. Popular Science Monthly
355 Lexington Avenue
New York, New York 10017

130. P.S.
1527 New Hampshire Avenue N.W.
Washington, D.C. 20036

131. Public Relations Journal
845 Third Avenue
New York, New York 10022

132. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

133. Publisher's Weekly
1180 Avenue of the Americas
New York, New York 10036

134. Pulp and Paper
370 Lexington Avenue
New York, New York 10017

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135. Real Estate News
600 West Van Buren Street
Chicago, Illinois 60607

136. Rehabilitation Counseling Bulletin
1605 New Hampshire Avenue N.W.
Washington, D.C. 20009

137. Rehabilitation Record
U. S. Government Printing Office
Washington, D.C. 20402

138. Rehabilitation Literature
2023 West Ogden Avenue
Chicago, Illinois 60612

139. Rehabilitation Review Bulletin
28 East 21st Street
New York, New York 10010

140. Respiratory Care
3554 Ninth Street
Riverside, California 92501

141. Respiratory Therapy
825 South Barrington Avenue
Los Angeles, California 90040

142. Retail Clerks International Advocate
Connecticut Avenue and De Sales Street N.
Washington, D.C. 20036

PERIODICALS FOR CAREER INFORMATION

143. Rubber Age
101 West 31st Street
New York, New York 10001

144. Rubber World
630 Third Avenue
New York, New York 10017

145. Science
1515 Massachusetts Avenue N.W.
Washington, D.C. 20005

146. Science Digest
575 Lexington Avenue
New York, New York 10022

147. Science News
1719 N Street N.W.
Washington, D.C. 20036

148. Scientific American
415 Madison Avenue
New York, New York 10017

149. SIAM Review
33 South 17th Street
Philadelphia, Pennsylvania 19103

150. Sky and Telescope
60 Garden Street
Cambridge, Massachusetts 02138

151. Social Work
2 Park Avenue
New York, New York 10016

152. Space Aeronautics
205 East 42d Street
New York, New York 10017

153. Space Age News
825 South Barrington Avenue
Los Angeles, California 90069

154. Special Libraries
235 Park Avenue South
New York, New York 10003

155. Specialty Salesman
307 North Michigan Avenue
Chicago, Illinois 60601

156. Sporting News
1212 North Lindbergh Boulevard
St. Louis, Missouri 63132

157. Sports Illustrated
9 Rockefeller Plaza
New York, New York 10020

158. TAPPI Magazine
360 Lexington Avenue
New York, New York 10017

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PERIODICALS FOR CAREER INFORMATION

159. Textile Industries
1760 Peachtree Road N.W.
Atlanta, Georgia 30309

160. Textile World
330 West 42d Street
New York, New York 10036

161. The American Archivists
The National Archivists
Washington, D.C. 20408

162. The American Economic Review
629 Noyes Street
Evanston, Illinois 60201

163. The American Funeral Director
1501 Broadway
New York, New York 10036

164. The Astronomical Journal
Yale University Observatory
New Haven, Connecticut 06520

165. The Butcher Workman
2800 North Sheridan Road
Chicago, Illinois 60614

166. The Chemist
60 East 42d Street
New York, New York 10017

167. The Independent Adjuster
175 West Jackson Boulevard
Chicago, Illinois 60604

168. The Journal of Practical Nursing
1465 Broadway
New York, New York 10036

169. The Library Journal
1180 Avenue of the Americas
New York, New York 10036

170. The Music Journal
1776 Broadway
New York, New York 10019

171. The National Provisioner
15 West Huron Street
Chicago, Illinois 60610

172. The Packinghouse Worker
608 South Dearborn Street
Chicago, Illinois 60605

173. The Police Chief
1319 Eighteenth Street N.W.
Washington, D.C. 20036

174. The Psychiatric Quarterly
New York State Department of Mental Hygi
Utica, New York 13502

PERIODICALS FOR CAREER INFORMATION

175. The Sanitarian
c/o University of Denver
Denver, Colorado 80210

176. The School Counselor
1607 New Hampshire Avenue NW
Washington, D.C. 20009

177. The Southern Funeral Director
770 Spring Street N.W.
Atlanta, Georgia 30309

178. The Student Lawyer Journal
1155 East 60th Street
Chicago, Illinois 60637

179. The Union Postal Clerk and Postal Transport Journal
817 Fourteenth Street N.W.
Washington, D.C. 20005

180. The Writer
8 Arlington Street
Boston, Massachusetts 02116

181. Translation Inquirer
141 East 44th Street
New York, New York 10017

182. Typographical Journal
P.O. Box 2341
Colorado Springs, Colorado 80901

183. United Rubber Worker
87 South High Street
Akron, Ohio 44308

184. Variety
154 West 46th Street
New York, New York 10036

185. Vegetable Growers Messenger
Preston, Maryland 21655

186. Volume Feeding Management
205 East 42nd Street
New York, New York 10022

187. Wastes Engineering
466 Lexington Avenue
New York, New York 10017

188. Wilson Library Bulletin
950 University Avenue
Bronx, New York 10452

189. World Health
2960 Broadway
New York, New York 10027

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TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Accountant	Cas.T.	Educational Progress Corp.		
Achievement in Hong Kong	16mm	International Film Bureau	15 min.	C
Actor	Cas.T.	Educational Progress Corp.		
Aegean Age, The	16mm	Coronet Films	14 min.	C
Africa, East and West	16mm	Pan American	29 min.	C
Africans All	16mm	International Film Bureau	23 min.	C
Aftermath of World War I	16mm	McGraw-Hill Textfilms	27 min.	B/W
Aftermath of World War II	16mm	McGraw-Hill Textfilms	25 min.	B/W
Age of Absolute Monarchs in Europe	16mm	Coronet Films	14 min.	C
Age of Enlightment in Europe, The	16mm	Coronet Films	14 min.	C
Age of Kennedy, Part I	16mm	McGraw-Hill	26 min.	B/W
Age of Kennedy, Part II	16mm	McGraw-Hill	26 min.	B/W
Alaska, U.S.A.	16mm	Baily Films, Inc.	22 min.	C
Alexander the Great and the Hellenistic Age	16mm	Coronet Films	14 min.	C
Amazing New Zealand	16mm	New Zealand Government Office	20 min.	C
America on the Moon	16mm	Universal Education and Visual Arts	9 min.	
America at War, 1941-1945	16mm	Screen News Digest	17 min.	B/W
American in Orbit, An	16mm	Castle Films, produced by United World Films, Inc.	10 min.	B/W

TITLE	TYPE	SOURCE	TIME	CO
Ancient Cities of the East	16mm	Audio-Visual Educational Films	22 min.	
Ancient Egypt	FS	Encyclopedia Britannica Films		
The Ancient Egyptian	16mm	International Film Foundation	27 min.	
Ancient Greece	16mm	Coronet Films	10 min.	
Ancient Mesopotamia	16mm	Coronet Films	11 min.	
Ancient New World, The	16mm	Churchill Films	16 min.	
Ancient Persia	16mm	Coronet Films	11 min.	
Ancient Peruvian, The	16mm	International Film Foundation	27 min.	
Ancient Phoenicia	16mm	Atlantis Productions, Inc.	13 min.	
Ancient Peruvian, The	16mm	International Film Foundation	27 min.	
Ancient World	16mm	Coronet Films	11 min.	
Apollo Project, The	16mm	Screen News Digest	13 min.	
Art of the Middle Ages	16mm	Encyclopedia Britannica Films	33 min.	
Athens	FS	Encyclopedia Britannica Films		
Athens - The Golden Age	16mm	Encyclopedia Britannica Educational Corp.	30 min	

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Austria, Past and Present	16mm	Coronet Films	11 min.	C
Background of the Civil War	16mm	Film Association of California	21 min.	C
Bank Holiday Crisis of 1933, The	16mm	McGraw-Hill Textfilms	27 min.	B/W
Banker	Cas.T.	Educational Progress Corp.		
Beginnings of Exploration	16mm	Encyclopedia Britannica Educational Corp.	14 min.	C
Berlin, '54	16mm	United World Films, Inc.	19 min.	
Big Three of Latin America	FS	New York Times Co.		B/W
Birthplace of Civilization, The	FS	Encyclopedia Britannica Films		C
Bolivia - South American Liberator	16mm	Coronet Films	11 min.	C
Canada's History - Colony to Commonwealth	16mm	Coronet Films	16 min.	C
Carcassonne: A French Fortress	16mm	Kleinberg Films	11 min.	C
Cave Dwellings of the Old Stone Age	16mm	Encyclopedia Britannica Educational Corp.	18 min.	C
Changing Face of Eastern Europe, The	16mm	Screen News Digest	14 min	
Changing Face of Franco Spain, The	16mm	Screen News Digest	13 min.	B/W
Charlemagne and his Empire	16mm	Coronet Films	14 min.	C
Chartres Cathedral	16mm	Encyclopedia Britannica Films	31 min.	C
China, 1932-1945	16mm	McGraw-Hill Textfilms	27 min.	B/W

TITLE	TYPE	SOURCE	TIME	CO
China - The Awakening Giant	16mm	McGraw-Hill Textfilms	17 min.	
China - The Old and the New	16mm	McGraw-Hill Textfilms	16 min.	
Christianity in World History, to 100 AD	16mm	Coronet Films	14 min.	
Communist China	16mm	McGraw-Hill Textfilms	25 min.	
Czechoslavkia in Chains	16mm	Screen News Digest	14 min.	
Democracy of Ancient Greece	16mm	Alemann Films	15 min.	
Destination Moon	16mm	Screen News Digest	15 min.	
Dietician	Cas.T.	Educational Progress, Corp.		
Dr. Leakey and the Dawn of Man	16mm	Encyclopedia Britannica Educational Corp.	26 min.	
Egypt: Cradle of Civilization	16mm	Encyclopedia Britannica Educational Corp.	11 min.	
Egypt, Land of the Nile	16mm	Universal Education and Visual Arts	17 min.	
Electrician	Cas.T.	Educational Progress, Corp.		
English History - Norman Conquest to the Fifteenth Century	16mm	Coronet Films	11 min.	
Evidence for the Ice Age	16mm	Encyclopedia Britannica Educational Corp.	19 min.	
Excavations at La Venta	16mm	University of California	33 min.	
Failure of American Neutrality	16mm	Films, Inc.	17 min.	
Farmer of the Andes	16mm	Bailey Films, Inc.	10 min.	

TITLE	TYPE	SOURCE	TIME	COLOR B/W
Farmers of India	16mm	United Educational Films	20 min.	
First Twenty-Five Years, The	16mm	Screen News Digest	18 min.	B/W
Five British Sculptors	16mm	Contemporary Films	30 min.	C
Flight of Apollo VII	16mm	Screen News Digest	13 min.	C
Flight of Friendship VII	16mm	Screen News Digest	20 min.	B/W
Fourteen Ninety-Two, Part I, The Italian Renaissance	16mm	McGraw-Hill Textfilms	14 min.	C
Fourteen Ninety-Two, Part II, Christopher Columbus	16mm	McGraw-Hill Textfilms	40 min.	C
France	FS	Svekon Films	16 min.	C
French Revolution	16mm	Coronet Films	16 min.	C
French Revolution - Birth of a New France	16mm	Films, Inc.	21 min.	C
French Revolution - Death of the Old Regime	16mm	Films, Inc.	17 min.	C
Gandi	16mm	McGraw-Hill Textfilms	27 min.	B/W
Germany's Ever - Changing Face	16mm	Baily Films, Inc.	19 min.	C
Germany Since Hitler	16mm	McGraw-Hill Textfilms	23 min.	B/W
Giant of the North	16mm	Shilin Films	21 min.	C
Glimpses of Picturesque Germany	16mm	Films of the Fon Nations	25 min.	
God Within, The	16mm	Contemporary Films	21 min.	C
Greece, So Rich, So Poor	16mm	McGraw-Hill Textfilms	20 min.	C

TITLE	TYPE	SOURCE	TIME
Greek Architecture	FS	Filmette	
Greek Sculpture	16mm	Contemporary Films	25 min.
Guardian at the Gate	16mm	Screen News Digest	14 min.
Hawaii - Our Next State	16mm	Time - Life, Inc.	26 min.
High School Teacher	Cas.T.	Educational Progress, Corp.	
Highlights of the United Nations Year, 1948	16mm	United Nations Film Board	10 min.
Highlights of the United Nations Year, 1950	16mm	United Nations Film Board	10 min.
Hindu World, The	16mm	Coronet Films	11 min.
History and Culture, Part I	16mm	McGraw-Hill Textfilms	28 min.
Hitler, Part I	16mm	McGraw-Hill Textfilms	26 min.
Hitler, Part II	16mm	McGraw-Hill Textfilms	26 min.
I, Leonardo Da Vinci, Part I	16mm	McGraw-Hill Textfilms	27 min.
I, Leonardo Da Vinci, Part II	16mm	McGraw-Hill Textfilms	27 min.
Imperialism and European Expansion	16mm	Coronet Films	14 min.
In Defense of Rome, Part I	16mm	McGraw-Hill Textfilms	20 min.
In Defense of Rome, Part II	16mm	McGraw-Hill Textfilms	18 min.
In Defense of Rome, Part III	16mm	McGraw-Hill Textfilms	16 min.
Industrial Revolution in England, The	16mm	Encyclopedia Britannica Educational Corp.	21 min.
Israel	16mm	International Film Foundation	30 min.

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Israel - A Nation is Born	16mm	Universal Education Visual Arts	17 min.	C
Japan	FS	International Communications Foundation		
Japan	16mm	International Film Foundation	25 min.	C
Japan - Its Customs and Traditions	16mm	Walt Disney Productions	27 min.	C
Japan and Democracy	16mm	Mat-Forum	18 min.	
Japanese Family	16mm	International Film Foundation	23 min.	
Julius Ceasar	16mm	British Information Service	18 min.	
L P Nurse	FS	Bowmar		C
Latin America, Part II, Its History, Economy and Politics	16mm	McGraw-Hill Textfilms	33 min.	B/W
Latin America, Past, Present, and Future	16mm	Screen News Digest	14 min.	B/W
Life in the 30's, Part I	16mm	McGraw-Hill Textfilms	26 min.	B/W
Magna Carta, Part I	16mm	Encyclopedia Britannica Educational Corp.	16 min.	C
Magna Carta, Part II	16mm	Encyclopedia Britannica Educational Corp.	16 min.	C
Man and His Tools	16mm	McGraw-Hill Textfilms	10 min.	C
Mao Tse-Tung	16mm	McGraw-Hill Textfilms	26 min.	B/W

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TITLE	TYPE	SOURCE	TIME
Medical Laboratory Assistant	Rec/FS	Coronet Films	
Medical Technologist	Cas.T.	Educational Progress Corp.	
Medieval Times - The Crusades	16mm	Coronet Films	14 min.
Medieval Times - Guilds and Trade	16mm	Coronet Films	14 min.
Medieval Times - Role of the Church	16mm	Coronet Films	14 min.
Mediterranean World	16mm	Encyclopedia Britannica Films	22 min.
Michelangelo - The Last Giant, Part I	16mm	McGraw-Hill Textfilms	33 min.
Michelangelo - The Last Giant, Part II	16mm	McGraw-Hill Textfilms	34 min.
Middle Ages: Culture of Medieval Europe	16mm	Encyclopedia Britannica Educational Corp.	24 min.
Middle Ages: Rise of Feudalism	16mm	Encyclopedia Britannica Educational Corp.	20 min.
Mission to the Moon	16mm	Screen News Digest	13 min.
Mystery of Stonehenge, Part I	16mm	McGraw-Hill Textfilms	27 min.
Mystery of Stonehenge, Part II	16mm	McGraw-Hill Textfilms	28 min.
Mythology of Greece and Rome	16mm	Film Association of California	16 min.
Napolean	FS	Filmette	
Napoleonic Era, The	16mm	McGraw-Hill Textfilms	14 min.
Network to Space	16mm	National Aeronautics and Space Administration	22 min.

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
New North - Africa	16mm	Stanton Films	20 min.	C
Newspaper of the Year 1950	16mm	Castle Films	10 min.	
Newspaper of the Year 1949	16mm	Castle Films	10 min.	
Nigeria and Biafra	16mm	Screen News Digest	13 min.	B/W
Nigeria, Problems of Nation Building	16mm	Atlantis Productions, Inc.	22 min.	C
Not So Long Ago, Part II	16mm	McGraw-Hill Textfilms	33 min.	B/W
Oriental City	16mm	United World Films, Inc.	20 min.	
Palestine	16mm	Time - Life, Inc.	16 min.	
Pattern for Peace	16mm	British Information Service	15 min.	
People's of Canada	16mm	National Film Board of Canada	21 min.	
People's Charter	16mm	Infilm Division	17 min.	
Picture of Britian	16mm	British Information Service	22 min.	
Picturesque Denmark	16mm	Film of the Nations	20 min.	
Picturesque Sweden	16mm	Nu-Art Films	20 min.	
Poland	16mm	International Film Foundation	27 min.	C
Poland and Its People	16mm	Universal Education and Visual Arts	21 min.	C
Poland - The Land and the People	16mm	Coronet Films	14 min.	C

TITLE	TYPE	SOURCE	TIME
Pompeii and Vesuvius	16mm	Encyclopedia Britannica Films	11 min.
Prehistoric Images - The First Era of Man	16mm	Brandon Films	17 min.
Professor	Cas.T.	Educational Progress, Corp.	
Prologue to the Cold War	16mm		
Proud Conquest, The - Gemini VI and VII	16mm	Out of Print	27 min.
Radio Broadcaster	Cas.T.	Educational Progress, Corp.	
Reformation, Part I	16mm	McGraw-Hill Textfilms	26 min.
Reformation, Part II	16mm	McGraw-Hill Textfilms	26 min.
Renaissance, The	16mm	Encyclopedia Britannica Films	26 min.
Reporter	Cas.T.	Educational Progress, Corp.	
Republic of Columbia	16mm	Pan American	11 min.
Revolts and Reforms in Europe	16mm	Coronet Films	16 min.
Rythm of Africa	16mm	American Films Service	15 min.
Rise of Chinese Civilization, The	FS	Encyclopedia Britannica Films	
Rise of Civilization, The - In India	FS	Encyclopedia Britannica Films	
Rise of Egyptian Civilization, The	FS	Encyclopedia Britannica Films	

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Rise of Khrushchev, Part I	16mm	McGraw-Hill Textfilms	27 min.	B/W
Rise of Khrushchev, Part II	16mm	McGraw-Hill Textfilms	27 min.	B/W
Rise of Mespotamian Civilization, The	FS	Encyclopedia Britannica Films		C
Rise of Settled Village Life, The	FS	Encyclopedia Britannica Films		C
Rome - City Eternal	16mm	Encyclopedia Britannica Films	11 min.	C
Russia	16mm	International Film Bureau	25 min.	C
Russian Revolution, The	16mm	Screen News Digest	16 min.	B/W
Script for Scandinavia, A	16mm	Douglas Aircraft	27 min.	C
Seeing China Series	Rec/FS	Coronet Films		C
Sir Francis Drake - The Rise of English Sea Power	16mm	Encyclopedia Britannica Educational Corp.	30 min.	B/W
Social Service and the Social Worker	FS	Eye Gate House, Inc.		C
Social Worker	Cas.T.	Educational Progress, Corp.		
South America	16mm	International Film Foundation	25 min.	C
South Korea	16mm	Screen News Digest	14 min.	B/W
Soviet Challange - The Industrial Revolution in Russia	16mm	Encyclopedia Britannica Educational Corp.	26 min.	B/W
Spanish Armada, The	16mm	McGraw-Hill Textfilms	32 min.	C

TITLE	TYPE	SOURCE	TIME
Spanish Explorers, The	16mm	Encyclopedia Britannica Educational Corp.	14 min.
Stalin	16mm	Sterling Educational Films	25 min.
Story of the Space Age, The	16mm	Screen News Digest	19 min.
Technical Writer	Cas.T.	Educational Progress, Corp.	
Thunder Out of Asia	16mm	Screen News Digest	12 min.
Tropical Africa	16mm	International Film Foundation	29 min.
Turmoil in Communist China	16mm	Screen News Digest	16 min.
Tutankhamun: The Immortal Pharaoh	16mm	ACI Productions	12 min.
Twenty-Nine and Thirty's Depression	16mm	National Aeronautics and Space Administration	14 min.
Twisted Cross, The	16mm	McGraw-Hill Textfilms	55 min.
Unification of Italy, The	16mm	Coronet Films	14 min.
United Kingdom of Great Britain	16mm	Baily Films, Inc.	22 min.
United Nations, The	16mm	Screen News Digest	18 min.
United Nations in Crisis, The	16mm	Screen News Digest	17 min.
United Nations, Organizations for Peace	16mm	Journal Films	21 min.
Upsurge of Nationalism, The	16mm	McGraw-Hill Textfilms	26 min.
Vietnam Report , 1966	16mm	Screen News Digest	12 min.

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Vietnam - Why?	16mm	Screen News Digest	14 min.	B/W
Vikings, The - Life and Conquest	16mm	Encyclopedia Britannica	17 min.	C
Village of Spain	16mm	Churchill - Wexler	21 min.	C
Village of Switzerland	16mm	Churchill - Wexler	16 min.	C
Visiting the United Nation School	FS	Curriculum, Inc.		C
Walk on the Moon, A	16mm	Screen News Digest	14 min.	C
War in the Middle East	16mm	Screen News Digest	14 min.	B/W
White House Story, The - Part I	16mm	McGraw-Hill Textfilms	19 min.	B/W
White House Story, The - Part II	16mm	McGraw-Hill Textfilms	19 min.	B/W
World History, An Overview	16mm	Coronet Films	15 min.	B/W
World War I - The Background	16mm	Coronet Films	14 min.	B/W
World War I - Building the Peace	16mm	Coronet Films	11 min.	B/W
World War I - The War Years	16mm	Coronet Films	14 min.	B/W
World War II - Background and Causes	16mm	Coronet Films	16 min.	B/W
World War II - 1939-1941	16mm	Coronet Films	16 min.	B/W
World War II - 1942-1945	16mm	Coronet Films	16 min.	B/W
Your Future as a Bank Teller	Mag.T.	Guidance Associates		
Your Future as a Carpenter	Mag.T.	Guidance Associates		
Your Future as a Construction Machinery Operator	Mag.T.	Guidance Associates		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME
Your Future as a Fireman	Mag.T.	Guidance Associates	
Your Future as a L P Nurse	Mag.T.	Guidance Associates	
Your Future as a Medical Laboritory Assistant	Mag.T.	Guidance Associates	
Your Future as a Newspaper Reporter	Mag.T.	Guidance Associates	
Your Future as a Postal Service Worker	Mag.T.	Guidance Associates	
Your Future as an X-Ray Technician	Mag.T.	Guidance Associates	

KEY

FS ---------- Filmstrip
Mag.T. ---------- Magnetic Tape
16mm ---------- 16mm film
Cas.T. ---------- Cassette Tape
Rec/FS ---------- Record with Filmstrip

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